



Northwood Primary School
Pupil Premium Impact Strategy Report
Academic Year 2018 - 2019

Northwood Primary School Pupil Premium Impact Report for 2018/2019

Context of School

Northwood Primary School is a primary school in Darlington. The number of children identified as disadvantaged is above the national average. 50% of the pupils in the school fell under this classification and in some year groups is significantly higher than others. The transient nature of the admissions to Northwood Primary School affects the context of the school. In this academic year 35 pupils entered the school outside of the usual admission period. This included 12 disadvantaged pupils, 2 pupils with identified SEND and 5 children with English as an additional language. This is significantly less than the number of pupils who entered outside of usual admission last academic year (2017-2018 80 new pupils)

Number of pupils and pupil premium grant (PPG) received in 2018/2019	
Total number of pupils eligible for PPG	175
Amount of PPG received per pupil	£1320 per pupil.
Total amount of PPG received	£226,340



How we use our funding

At Northwood we believe in supporting all children to do as well as they can, both socially and academically. In addition, we believe in supporting our families with issues that may impact on the children's achievement and wellbeing.

Whilst we welcome Pupil Premium Funding we also recognise that prior to this specific funding we have always strived to support our children as best we can. Because of this, the ways in which we are using the funding are not necessarily new initiatives but rather a continuation of the good practice which was already in place. To effectively implement the Pupil Premium Strategy for 2018-2019 was projected to cost more than the Pupil Premium funding total the school receives. The transient nature of admissions to Northwood Primary School has not been factored into the Pupil Premium funding for this academic year.

- 59% of Pupil Premium funding was used to directly impact on attainment and standards throughout the school
- 26% of Pupil Premium funding was used to enhance welfare and safeguarding throughout the school
- 15% of Pupil Premium funding was used to enrich the curriculum and the wider school opportunities for children

Please refer to the school's Pupil Premium Strategy 2018-19 for a detailed overview of expenditure.

Curriculum

- Each year group has their own additional sports kit to ensure that all children have access to PE in order to keep active and develop a healthy lifestyle.
- Secure regular and high quality additional support for PP children in Y6 via an additional teacher for English and Maths.
- Targeted year groups (Y3/4) gain access to learning to play two musical instruments during their time at Northwood. Opportunities to perform to a wide range of audiences are offered as part of the children's development. Individual tuition is provided for children who express an interest.
- Purchased and used technology to increase the quality of learning in lessons and increasing Pupil Premium access to the internet and increase the range of books that are available to the children. This is done through Times Tables Rock Stars and Accelerated Reader Resources. Online reading resources are readily available at different times throughout the school day for those children who may not have access to such resources at home.



- All Y6 children received additional booster sessions across the year-this was carefully aligned to outcomes from half termly tests in the core subjects
- A proportion of the Deputy Head Teacher and Assistant Head Teacher's school day was used to target Pupil Premium children in Year 5 and Year 6 to ensure they were provided with bespoke teaching in the core subjects. More able children were targeted more specifically to deepen their knowledge and understanding of how to access and answer higher order questions in test situations.

- At Northwood we offer secure, regular and high quality support for PP children in need of additional help through specific resources – Accelerated reader, Code X, Teaching Assistant dedicated time, additional Educational Psychology provision, Language and Communication strategies and assessments and through our quality team of Teaching Assistants.

■ Teachers and teaching assistants work exceptionally well together because of highly effective communication and detailed planning. Recent changes to the way in which teaching assistants are deployed make best use of their skills. This has improved the quality of interventions and classroom support and contributes to pupils' good outcomes.

Enrichment

- Children eligible for FSM were able to access the Year 6 residential to Kings Wood. This was highly beneficial due to the time of the visit in the school year. The last half term ensures that children and staff are able to build a confident mind-set and necessary social skills required to support them with their transition to secondary school. Staff are able to observe children in a different environment to assess their resilience, confidence and ability to work in different teams and use this information to ensure that groupings are successful as the children work through the rigour of the secondary school curriculum.





- All trips were subsidised. No child was excluded for non-payment. All trips were planned to extend learning in the wider curriculum and planned either to introduce a new topic or celebrate the end of a topic. Eighteen school trips from Nursery to Year 6 were offered this academic year and all trips were heavily subsidised to ensure that no child was restricted from attending. Every disadvantaged child was offered at least one school visit. The attendance of pupil premium children attending school trips was monitored.



- All children who attend Breakfast Club or After School Club have been monitored to track their attendance.

Breakfast Club	Number of children who attend Breakfast Club	Number of PP children	% of PP children
Term			
Autumn 1	133	56	42% of pupils on BFC roll are PP
Autumn 2	142	60	42% of pupils on BFC roll are PP
Spring 1	153	68	44% of pupils on BFC roll are PP
Spring 2	167	76	45.5% of pupils on BFC roll are PP
Summer 1	177	84	47.45% of pupils on BFC roll are PP
Summer 2	182	87	47.8% of pupils on BFC roll are PP
After School Club	Number of children who attend After School Club	Number of PP children	% of PP children
Term			
Autumn 1	87	37	42% of pupils on BFC roll are PP
Autumn 2	101	44	43% of pupils on BFC roll are PP
Spring 1	106	48	45.2% of pupils on ASC roll are PP
Spring 2	114	55	48.2% of pupils on ASC roll are PP
Summer 1	120	57	47.5% of pupils on ASC roll are PP
Summer 2	127	62	48.8% of pupils on ASC roll are PP



- The number of disadvantaged pupils accessing out of school hours additional provision is continuing to increase. Due to the increasing number of disadvantaged pupils attending Breakfast Club we have had to increase staffing capacity. Pupil Premium funding is used to staff Breakfast Club.
- The Magic Breakfast bagels are making a significant impact on number of pupils accessing breakfast provision. We have also been lucky enough to secure a further grant to provide additional activities and games for the pupils.



- After School extra-curricular clubs continue to be a growing strength of the school. Children are targeted initially due to their interests and all staff have been involved across the year. This is analysed in the termly Pupil Premium Impact Reports and summarised below.
- Children in upper Key Stage Two (Year 5 and Year 6) all took part in a Mini Medics half day First Aid Training. This essential life skill provided children with the opportunity to learn basic first aid and first response.



Club	Number of children registered	Number of PP children	% of PP children	
After School Gym Club <i>Gymnastics competition team, identified as talented gymnasts for key stage one and two.</i>	18	5	28%	
School Counsellor Interactions <i>Drop in sessions, timetabled sessions for vulnerable children.</i>	20	11	55%	
Dance Club <i>Dance competition team, identified as talented dancers for key stage one and two.</i>	16	11	69%	
Hockey Club <i>Key Stage two (Y5/6) boys and girls.</i>	10	4	40%	
Hockey Club <i>Key Stage two (Y3/4) boys and girls.</i>	23	14	61%	
Woodwind Lessons - Mr Hargreaves <i>Key Stage two music tuition lessons, supported by pupil premium funding.</i>	10	8	80%	
Yr6 Change for Life Club <i>Healthy living, exercise and well-being classes for key stage two.</i>	10	6	60%	

Mr Todd Football Club <i>KS2 boys' football club and competition teams.</i>	26	9	35%	
Girls Football Club <i>KS2 girls' football club and competition teams</i>	20	11	55%	
KS1 Football Club <i>KS1 boys' and girls' football club.</i>	29	14	48%	
Violin Lessons – Durham Music <i>Key Stage two music tuition lessons, supported by pupil premium funding.</i>	11	9	82%	
KS1 Craft Club <i>KS1 craft club</i>	20	13	65%	
Y6 Booster groups <i>After school targeted support and intervention to ensure all children reach maximum potential by the end of KS2</i>	41	25	61%	
Monday Maths Booster Group 1 - SW	5	4	80%	
Monday Maths Booster Group 2 - PS	7	3	43%	
Tuesday Reading Booster Group 1 - VO	6	3	50%	
Tuesday Reading Booster Group 2 - GC	9	6	67%	
Monday Reading Booster Group 3 - AM	6	5	84%	
Monday Reading Booster Group 4 - AC	8	4	50%	

Motor Skills <i>Targeted sessions for Key Stage 1 & 2, advice followed by Occupational and Physiotherapy.</i>	19	11	58%	
Lower KS2 Football Club <i>KS1 boys' and girls' football club</i>	33	18	55%	
Netball Club <i>KS2 netball club and competition teams</i>	11	4	37%	
STEM Club <i>Science and technology club for KS2 pupils</i>	19	11	58%	
Boy's Dance <i>A dance group for KS2 children to specifically target eager boy dancers</i>	14	9	64%	
Wilderness Club	6	1	17%	
Key Stage One Story Club	16	5	31%	
Key Stage Two Invasion Games Club	18	8	44%	

Pastoral

Alternative Provision

We continue to allow our most complex pupils opportunities to thrive in specialist settings, funded by us as a school. We currently have children attending Outdoor Ambition and Clifton House provisions. These bespoke packages allow our pupils to progress in a setting that is more suited to their needs.



Forrest Schooling



Wilderness Schooling

Wilderness Schooling delivers the core curriculum in Maths, Science and English using the outdoors as the classroom resource.

The Wilderness Schooling aim is to increase children's educational attainment by altering the context in which they learn, and how they perceive, comprehend and form links between their educational inputs.



Attendance

Raising Aspirations



Class 12 started Virgin Money's make £5 Grow programme. This has been an exciting opportunity which helps the children to build their enterprise, mathematics, team building and financial skills whilst giving them a



taste of what it's like to be an entrepreneur. Virgin Money loaned each child £5 to set up a micro-business in groups. After learning key business skills from the staff at Virgin Money the children used the money to create products or services to sell and make a profit - just in time for Christmas! The children worked as part of a team to pitch a 'Dragon's Den' style bid to the Virgin Money staff before they could loan the money. They then developed marketing and business skills to develop and sell their products. The class made £260 profit.



World of Work Day



Northwood Primary School recognise our role in preparing children for their future. Our World of Work Day enabled pupils to learn about themselves and develop a better understanding of the skills they withhold to prepare them for their future lives. Inviting a wide range of interesting careers increased the pupils' awareness of career and work opportunities and their understanding of the link between education, qualification, skills and work opportunities and helped them to prepare for adulthood. This day also developed pupil's perception of their own potential place in a future world of work.



Developing Self Assurance



- KS2 Dance Club children visited Darlington Hippodrome to perform to over 1000 people as part of Darlington School's Dance Festival. The pupils were one of four schools chosen for the final in July.



- The Year 4 Choir attended The Mayors Song Contest at the Dolphin Centre on a Friday night. They performed 'It's a hard Knock Life' from the musical Annie. Their performance was described by the judges as "Wonderful, fun and energetic, like watching a stage show!"

Becoming a Communication Friendly School

Full report

What does the school need to do to improve further?

- there is greater emphasis upon widening pupils' vocabulary so that pupils become increasingly self-assured in reasoning and can explain their thoughts and opinions with confidence.

- Five staff have attended 10 online e-learning sessions to become Level 3 trained.
- Level 4 trained staff (Laura Robinson and Rachel Peart) are the two lead communication practitioners, they will train and support all staff to understand and improve the communication skills of all pupils.
- All staff will gain improved knowledge and confidence in SLCN.
- Pupils will make progress in receptive and expressive language.
- Quality first teaching will be accelerated by enhancing questioning differentiation, independent learning and social interaction
- Unwanted behaviour that is linked to poor communication will aim to reduce.
- We will retain the capacity to renew and refresh training for future staff.

Ofsted
Eiklan
aiming high with communication

Outcomes 2018 -2019

- Just over half of the pupils qualify for pupil premium funding. Leaders – including governors – act with due diligence to ensure that this funding is spent wisely. Every penny is accounted for and its impact on minimising the barriers to learning evaluated thoroughly. Leaders are resolute that the higher incidence of persistent absenteeism for disadvantaged pupils will not impact negatively on their achievements. This commitment is evidenced by improvements to disadvantaged pupils' progress over time.

NB – National data is taken from National 2018, until data release in the Autumn Term

Early Years

63.2% of Disadvantaged pupils achieved the GLD compared to 73% of other pupils nationally.

- The percentage of disadvantaged children achieving a GLD has increased and is on an upward trajectory since 2015.
- 100% of disadvantaged girls met the GLD.
- Only 7 of the 13 disadvantaged boys achieved a GLD (46.2%). Of the 6 disadvantaged boys who did not achieve a GLD 3 are SEND, 2 are LAC and 2 are on CP plans.

EYFS 2017-2019 - Good Level of Development Analysis

Northwood Primary		2017			2018			2019		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of Pupils	ALL	27	22	49	28	23	51	21	16	37
School Disadvantage	School Disadvantaged	14	12	26	11	9	20	13	6	19
	SEN	3	0	3	2	1	3	3	0	3
	EAL	0	0	0	0	2	2	0	0	0
	LAC	0	0	0	0	0	0	2	0	2
GOOD LEVEL OF DEVELOPMENT	School Disadvantaged	57.1%	83.3%	69.2%	63.6%	44.4%	55.0%	46.2%	100.0%	63.2%
	National Other	67%	80%	73%	67%	80%	73%	67%	80%	73%
	GAP School Dis vs National Other	-9.9%	3.3%	-3.8%	-3.4%	-35.6%	-18.0%	-20.8%	20.0%	-9.8%
	National All Pupils	64%	78%	71%	63%	78%	72%	63%	78%	72%
	National Disadvantaged	48%	64%	56%	47%	64%	55%	48%	64%	56%

Year 1 Phonics Screening

84% of Disadvantaged pupils achieved the standard compared to 84% of 'other' pupils nationally and 71% of disadvantaged pupils nationally. 94% of disadvantaged pupils tested achieved the expected standard.

- 2 of the 19 disadvantaged children did not sit the test as they were travelling. Therefore only 17 pupils were tested.
- Pupils who are from a disadvantaged background continue to perform very well.
- School disadvantaged pupils perform in line with National other pupils and 14% better than National Disadvantaged.

School Disadvantaged vs National - Phonics Screening 2017-2019 - the expected standard - 32 out of 40

Northwood Primary		2017			2018			2019		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of Pupils	ALL	18	22	40	33	24	57	30	24	54
School Disadvantaged Cohort	School Disadvantage	12	9	21	18	15	33	10	9	19
	SEN	4	1	5	5	0	5	1	1	2
	EAL	1	0	1	1	0	1	0	2	2
	LAC	0	0	0	0	0	0	0	1	1
NOTE: Pupils may have multiple characteristics i.e. be eligible for FSM, have SEN and EAL										
Phonics Analysis		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Percentage achieving the expected standard	School Disadvantage	83.3%	100.0%	90.5%	83.3%	93.3%	87.9%	80.0%	88.9%	84.2%
	National Other	81%	87%	84%	81%	88%	84%	81%	88%	84%
	GAP School Dis vs National Other	2.3%	13.0%	6.5%	2.3%	5.3%	3.9%	-1.0%	0.9%	0.2%
	National All Pupils	78%	85%	81%	79%	86%	82%	79%	86%	82%
	National Disadvantage	65%	75%	70%	65%	75%	70%	65%	75%	70%

Key Stage One

Reading - 78% of Disadvantaged pupils achieved the expected standard compared to 78% of 'other' pupils nationally and 62% of 'all' disadvantaged pupils nationally.

Writing - 68% of Disadvantaged pupils achieved the expected standard compared to 73% of other pupils nationally and 55% of 'all disadvantaged pupils' nationally.

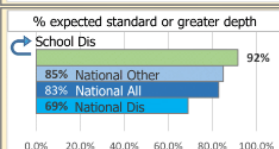
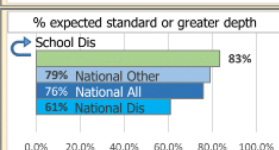
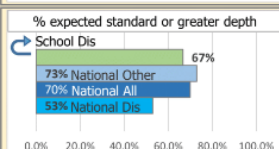
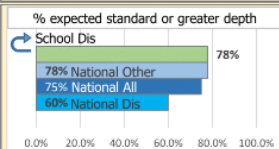
Maths - 83% of Disadvantaged pupils achieved the expected standard compared to 79% of 'other' pupils nationally and 62% of 'all disadvantaged' pupils nationally.

- 97% of disadvantaged pupils made **expected progress** from their EYs starting point.
- 33% of disadvantaged pupils made **outstanding progress** from their EYs starting point.
- In reading, writing and maths pupils achieved in line with or higher than National disadvantaged.
- Reading outcomes for Pupil Premium children have significantly improved this year for reading (+10%) which has brought their attainment in line with National Other.
- Maths outcomes for Pupil Premium children have significantly improved this year (+18%) which means they outperform National Other pupils

Disadvantage Analysis

PERFORMANCE DATA		2019		
		Boys	Girls	Total
No. of pupils	All	34	25	59
School Dis Cohort	PP	19	17	36
	SEN	6	0	6
	EAL	1	1	2
	LAC	2	0	2
READING TA	School Disadvantage	68.4%	88.2%	77.8%
	National Other	74.0%	82.0%	78.0%
	GAP School Dis vs National Other	-5.6%	6.2%	-0.2%
	National All Pupils	71.0%	80.0%	75.0%
	National Dis	55.0%	66.0%	60.0%
WRITING TA	School Disadvantage	47.4%	88.2%	66.7%
	National Other	66.0%	79.0%	73.0%
	GAP School Dis vs National Other	-18.6%	9.2%	-6.3%
	National All Pupils	63.0%	77.0%	70.0%
	National Dis	45.0%	61.0%	53.0%
MATHS TA	School Disadvantage	73.7%	94.1%	83.3%
	National Other	77.0%	80.0%	79.0%
	GAP School Dis vs National Other	-3.3%	14.1%	4.3%
	National All Pupils	75.0%	77.0%	76.0%
	National Dis	59.0%	63.0%	61.0%
SCIENCE TA	School Disadvantage	84.2%	100.0%	91.7%
	National Other	83.0%	87.0%	85.0%
	GAP School Dis vs National Other	1.2%	13.0%	6.7%
	National All Pupils	80.0%	85.0%	83.0%
	National Dis	65.0%	73.0%	69.0%

The graphs below show how disadvantaged pupils in school (School Dis) compare against non disadvantaged pupils nationally (National Other), all pupils nationally (National All) and disadvantaged pupils nationally (National Dis)



Key Stage Two

Reading - 83% of Disadvantaged pupils achieved the expected standard compared to 77% of other pupils nationally.

Writing - 83% of Disadvantaged pupils achieved the expected standard compared to 81% of other pupils nationally.

Maths - 94% of Disadvantaged pupils achieved the expected standard compared to 80% of other pupils nationally.

Combined – 77% of Disadvantaged pupils achieved the combined measure compared to 70% of other pupils nationally.

- Disadvantaged pupils achieved a positive average progress score. Reading (+0.7), writing (+1.13) and maths (+6.81)

Progress Score		2013 - 2017			2014 - 2018			2015 - 2019		
		Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Reading	All	-0.33	1.12	0.29	0.42	0.99	0.75	2.03	0.32	1.18
Reading	disadvantaged	0.31	0.58	0.45	-0.74	0.20	-0.11	1.70	0.17	0.77
Writing	All	-1.16	0.92	-0.27	1.19	1.54	1.40	1.13	1.95	1.54
Writing	disadvantaged	-1.31	0.40	-0.42	-0.40	1.14	0.63	0.16	1.56	1.01
no. dis pupils		12	13	25	8	16	24	11	17	28
Colour key: Dark red fill <-5 Light red fill <-2 Light green fill >0 Dark green fill >2										
Maths	All	4.10	2.33	3.34	4.36	3.45	3.83	7.44	1.82	4.63
Maths	disadvantaged	5.02	1.68	3.28	4.14	3.04	3.41	6.81	2.06	3.92

School Context Factors - 2017-2019						10-20%	20-30%	30%+			
KS1 Dis %			2017	2018	2019	KS2 Dis %			2017	2018	2019
No. of Disadvantaged Pupils			58.5%	53.1%	61.0%	No. Disadvantaged Pupils			51.0%	50.0%	67.4%
			31 / 53	26 / 49	36 / 59				25 / 49	24 / 48	29 / 43
KS1 SEN %			17.0%	14.3%	20.3%	KS2 SEN %			16.3%	6.3%	14.0%
No. of SEN (K or E) Pupils			9 / 53	7 / 49	12 / 59	No. of SEN (K or E) Pupils			8 / 49	3 / 48	6 / 43

PERFORMANCE DATA Expected Standard		2019			KEY: The graphs below show the difference between Disadvantaged Pupils in school compared to Other Pupils, All Pupils and Disadvantaged Pupils Nationally
		Boys	Girls	Total	
No. of pupils		21	22	43	<div> <div>School Dis</div> <div>National Other</div> <div>National All</div> <div>National Dis</div> </div>
School Disadvantaged pupils characteristics:	Disadvantage	11	18	29	
	SEN	5	0	5	
	EAL	0	1	1	
	LAC	0	1	1	
SPaG* TEST	School Dis	72.7%	100.0%	89.7%	<div>% expected standard or high score</div>
	National Other	79.0%	86.0%	82.0%	
	GAP School Dis vs National Other	-6.3%	14.0%	7.7%	
	National All	73.0%	82.0%	78.0%	
	National Dis	62.0%	73.0%	67.0%	
READING TEST	School Dis	72.7%	88.9%	82.8%	<div>% expected standard or high score</div>
	National Other	77.0%	84.0%	80.0%	
	GAP School Dis vs National Other	-4.3%	4.9%	2.8%	
	National All	72.0%	79.0%	75.0%	
	National Dis	60.0%	69.0%	64.0%	
MATHS TEST	School Dis	90.9%	94.4%	93.1%	<div>% expected standard or high score</div>
	National Other	81.0%	81.0%	81.0%	
	GAP School Dis vs National Other	9.9%	13.4%	12.1%	
	National All	75.0%	76.0%	76.0%	
	National Dis	63.0%	65.0%	64.0%	
WRITING TA	School Dis	63.6%	94.4%	82.8%	<div>% expected standard or greater depth</div>
	National Other	78.0%	88.0%	83.0%	
	GAP School Dis vs National Other	-14.4%	6.4%	-0.2%	
	National All	72.0%	84.0%	78.0%	
	National Dis	60.0%	75.0%	67.0%	
RWM** TEST (Reading / Maths) TA (Writing)	School Dis	54.5%	88.9%	75.9%	<div>% expected standard or high score</div>
	National Other	67.0%	74.0%	70.0%	
	GAP School Dis vs National Other	-12.5%	14.9%	5.9%	
	National All	61.0%	68.0%	64.0%	
	National Dis	46.0%	55.0%	51.0%	

Pupils Achieving Greater depth standard.

At KS2 10% of disadvantaged children achieved a combined Greater Depth Standard across Reading, Writing and Maths. This compares to 11% of all other pupils nationally. A particular strength is the greater depth maths outcomes for disadvantaged pupils, whereby 41% of PP children achieved greater depth standard, compared to 27% of other pupils national.

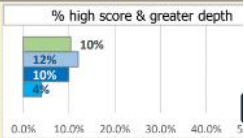
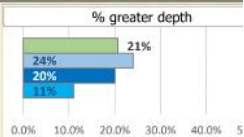
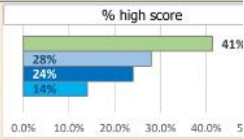
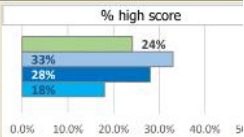
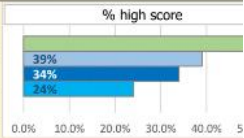
Disadvantage Analysis (vs National)

Percentage of pupils achieving high scores / greater depth (110+ SATs or GDS Writing TA)

PERFORMANCE DATA High Standard		2019		
		Boys	Girls	Total
No. of pupils		21	22	43
School Disadvantaged pupils characteristics:	Disadvantage	11	18	29
	SEN	5	0	5
	EAL	0	1	1
	LAC	0	1	1
SPaG* TEST	School Dis	27.3%	61.1%	48.3%
	National Other	34.0%	44.0%	39.0%
	GAP School Dis vs National Other	-6.7%	17.1%	9.3%
	National All	30.0%	39.0%	34.0%
	National Dis	20.0%	28.0%	24.0%
READING TEST	School Dis	27.3%	22.2%	24.1%
	National Other	28.0%	38.0%	33.0%
	GAP School Dis vs National Other	-0.7%	-15.8%	-8.9%
	National All	24.0%	32.0%	28.0%
	National Dis	15.0%	21.0%	18.0%
MATHS TEST	School Dis	45.5%	38.9%	41.4%
	National Other	30.0%	26.0%	28.0%
	GAP School Dis vs National Other	15.5%	12.9%	13.4%
	National All	26.0%	22.0%	24.0%
	National Dis	15.0%	12.0%	14.0%
WRITING TA	School Dis	9.1%	27.8%	20.7%
	National Other	18.0%	30.0%	24.0%
	GAP School Dis vs National Other	-8.9%	-2.2%	-3.3%
	National All	15.0%	25.0%	20.0%
	National Dis	8.0%	15.0%	11.0%
RWM** TEST (Reading / Maths) TA (Writing)	School Dis	0.0%	16.7%	10.3%
	National Other	10.0%	14.0%	12.0%
	GAP School Dis vs National Other	-10.0%	2.7%	-1.7%
	National All	8.0%	12.0%	10.0%
	National Dis	4.0%	5.0%	4.0%

KEY: The graphs below show the difference between Disadvantaged Pupils in school compared to Other Pupils, All Pupils and Disadvantaged Pupils Nationally

■ School Dis ■ National Other ■ National All ■ National Dis



2018 – 2019 whole school attainment outcomes

Year Group	% of pupils on track or better		
	Reading	Writing	Maths
Reception	74%	68%	68%
Year 1	84%	84%	89%
Year 2	89%	94%	94%
Year 3	96%	87%	89%
Year 4	89%	86%	78%
Year 5			
Year 6			

Outcomes have significantly improved since 2015/16 which clearly demonstrates the positive impact of Northwood's Pupil Premium Strategy across the school and we are committed to using evidence-based research to enhance our Strategy moving forwards.



