

CONTINUE TO NARROW THE ACHIEVEMENT GAP BETWEEN DISADVANTAGED GROUPS AND THEIR PEERS A PUPIL PREMIUM STRATEGY FOR NORTHWOOD PRIMARY SCHOOL

Possible barriers to educational success:

- Raise online figures show that the percentage of children who are entitled to pupil premium is rising year on year.
- The number of children classed as having special needs is higher than the national average 2016.
- The growing proportion of children identified by school and other agencies as vulnerable and who are exposed to the wide range of risk factors that affect mental health, family unity, prosperity and educational success.
- Attendance rates for pupils eligible for pupil premium.

Success Criteria

Comparing PP and peers shows gap is narrowing at both expected and higher levels

Children with multiple needs including SEN and/or EAL show improved rate of progress

RAISE on line shows PP data in school is at least in line with national figures

PP figures compare favourably to National figures for all children at end of each key stage

Data analysis for all year groups on a termly basis identifies any PP children falling behind and interventions in place

Reading results at the end of key stage 2 show improved rates of progress and higher standards for PP children

Year Group case studies show the impact of intervention for PP children

Attendance rates improve for PP children

Governors can effectively challenge the use and impact of PP funding

Website is compliant with new Dfe requirements:

In the previous academic year:

- how the pupil premium allocation was spent
- the impact of the expenditure on eligible and other pupils

The current academic year:

- the amount of the school's allocation of pupil premium grant
- details of the main barriers to educational achievement
- how the allocation will be spent to address the barriers and why these approaches were taken
- how the school will measure the impact of the pupil premium and the date of the next pupil premium strategy review.

ACTIONS	RESOURCES	EVIDENCE SOURCE	PROGRESS REVIEW DATE	EVALUATION By whom when	SUCCESS CRITERIA
Ensure that PP children are identified on all documents that monitor performance	Tracking System Pupil Progress Meetings – PPM Clipboard Intervention	Leadership: cohort data indicates regular and routine monitoring of pupil's learning and progress Recording of intervention on Clipboards Personal Plans – PP/PEPs	Half termly for all documents linked to Pupil progress Meetings and monitoring timetable	SLT – PPM half termly HT analyse data and highlight any issues. Share with SLT/Trust and staff working with those pupils.	Data analysis comparing PP and peers shows gap is narrowing PP figures compare favourably to National figures for all children
Ensure Pupil Progress meetings identify, monitor and track progress and attainment of PP children	Tracking system Case studies Clipboard intervention	Half termly data used at Pupil Progress Meetings identifies PP group	First week after each half term – using data from tracking system	Data / pupil progress summaries monitoring/ work scrutiny plan set out from beginning of academic year	Comparing PP and peers shows gap is narrowing at both expected and higher levels
Visits and visitors used every half term to enrich curriculum offer	PP budget	Portfolios of evidence kept Data tracking information	Termly- greatest focus in Summer Term	SLT look at Data / pupil progress and work scrutiny of PP children	PP funding is used to enrich the experiences of the children with visits and visitors
Families of PP children identified in Early Years and supported where appropriate	Database showing PP families Activities funded to engage parents early	EYs evidence in learning Journals and planning Stay and Play sessions	Half termly	AHT and EYFS leader monitoring the impact on progress of children – Feedback to HT/SLT.	Comparing PP and peers shows gap is narrowing at both expected and higher levels

Secure regular and high quality support for PP children in need of additional help.	Specific resources-Phonic resources, Project X, Fresh Start, Comprehension boxes to enhance the teaching of reading.	Data tracking shows accelerated progress PPs show focused targets, Intervention programmes are working. Clipboard system outcomes.	Termly	SLT and class teachers on a termly basis	RAISE on line/In-school data shows PP data in school is at least in line with national figures PP figures compare favourably to National figures for all children at end of each key stage
To identify all children (including PP) who do not read at home/ return books	Reading Partners and Volunteers	Data showing comparative between PP and all children	Reviewed half termly	SLT – in PPM	RAISE on line shows PP data in school is at least in line with national figures

regularly and plan appropriate interventions	Classroom Support Assistant dedicated time				PP figures compare favourably to National figures for all children at end of each key stage
To improve the quality of Group Reading for all children	Staff meetings and focused CPD for teachers and teaching assistants.	New documentation for planning New curriculum organisation TAs using a range of Standardised Tests CPD for TAs Interventions in place to support underperforming readers Clipboard system Accelerated Reading data and outcomes	monitored half termly	English lead- half termly and through staff meeting programme	Reading results at the end of each key stage show improved rates of progress and higher standards for PP children
To identify PP children who are at risk of low attendance	Parent Support Advisor working in partnership with class teachers	Weekly attendance data PA information Personal registers Parent meetings Pupil Voice surveys	Monitored regularly and in detail every half term	DHT	PP attendance is in line with all pupils in the school

Increase opportunities for parents to come into school to share positive learning experiences	Timetable of events	3Rs Events Parent/child activities Stay and Play sessions Parent Workshops	termly	HT	RAISE on line shows PP data in school is at least in line with national figures PP figures compare favourably to National figures for all children at end of each key stage
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MILESTONES

Group Reading monitored termly-subsequent actions identified to ensure consistent practice across the school.
Accelerated Reading introduced in Autumn term 2016.
Intervention for non-readers/underperforming readers in place by end of Autumn 2016.
Diary dates for parental events in place at the beginning of each half term.