



Pupil Premium Impact Report

Autumn Term 2019



Pupil Premium Report

The following report has been developed in order to ensure that all disadvantaged pupils succeed at Northwood. It will look at pupil outcomes, attendance, pastoral care, enrichment and will contain an update on the pupil premium strategy, which has been RAG rated.

Outcomes

Attainment

	Autumn		
EYFS Baseline	30% (6/20) PP children Entered Reception as expected		
EYFS	55% (11/20) PP children currently on track expected		
Phonics Screening			
KS1	R – 7% (0% GDS)	SPAG – 33% (0% GDS)	M- 47% (0% GDS)
KS2	R – 59% (7% GDS)	SPAG – 65% (29% GDS)	M- 71% (7% GDS)

Progress

The following table reports on the gap between PP children and their non PP peers, towards achieving end of year expectations.

% at or better									
<i>'At' - Pupils who are currently working at new raised expectation e.g. Autumn Term Year 1 'At' is 'I-'</i>									
<i>'Exc / Mastery' - Pupils 'Exceeding' or at 'Mastery Standard' in current year e.g. Autumn Term Year 1 is 'I=' or higher</i>									
Year Group	Reading			Writing			Maths		
	PP	Non PP		PP	Non PP		PP	Non PP	
Reception	46%	33%	No gap	46%	33%	No gap	45%	33%	No gap
Year 1	42%	55%	GAP	42%	50%	GAP	42%	50%	GAP
Year 2	67%	64%	No gap	50%	52%	GAP	61%	77%	GAP
Year 3	81%	71%	No gap	67%	58%	No gap	60%	52%	No gap

Year 4	61%	75%	GAP	61%	70%	GAP	56%	75%	GAP
Year 5	79%	85%	GAP	76%	65%	GAP	74%	55%	GAP
Year 6	60%	76%	GAP	55%	64%	GAP	75%	76%	GAP

Although in the all of the curriculum areas the majority of Pupil Premium children are on track to meet the end of year expectation, there is work to be done on accelerating the progress of Pupil Premium children to reach end of year attainment expectations and to narrow the attainment gaps. There is still a number of pupil premium children that are not on track to meet the expected standard. This is particularly true in upper Key Stage Two. In most Early Years and Key Stage One classes disadvantaged pupils outperform non-disadvantaged.

The following analysis shows the gap between Pupil Premium and non-Pupil Premium children in each year group.

****ANONYMOUS COPY****

All analysis will be based on the difference between the end of the previous year and Autumn term. The transient nature of the children at Northwood has hindered the progress of some Pupil Premium children. Where progress is slow, or children are not on track an explanation of each child's progress and actions moving forward have been provided by the class teachers.

Children highlighted purple are children with a SEND need and therefore have been identified using a graduated response as not making enough progress.

YEAR 6			
Subject	Name	Barrier	Actions
Reading			
Writing			
Maths			
YEAR 5			
Subject	Name	Barrier	Actions
Reading			
Writing			
Maths			
YEAR 4			
Subject	Name	Barrier	Actions
Reading			
Writing			
Maths			
YEAR 3			
Subject	Name	Barrier	Actions
Reading			
Writing			

Maths			
YEAR 2			
Subject	Name	Barrier	Actions
Reading			
Writing			
Maths			
YEAR 1			
Subject	Name	Barrier	Actions
Reading			
Writing			
Maths			

Progress

Progress for disadvantaged pupils across the Autumn Term has been outstanding in the majority of year groups. This means the majority of children have made better than expected progress since their previous year's exit data. (Their starting points)

Year Group	Progress Score		
	R	W	M
Year 1	Outstanding	Outstanding	Outstanding
Year 2	Outstanding	Good	Good
Year 3	Outstanding	Outstanding	Good
Year 4	Good	Outstanding	Outstanding
Year 5	Good	Good	Outstanding
Year 6	Good	Outstanding	Outstanding

Attendance (Year 1 – Year 6)

Attendance

Attendance

of sessions missed

	Pupils	% attendance	% sessions missed
School	302	94.3	5.7
Boys	165	94.5	5.5
Girls	137	94.1	5.9
Non Disadvantaged	159	94.8	5.2
Disadvantaged	143	93.8	6.2
Male Disadvantaged	79	94.3	5.7
Female Disadvantaged	64	93.2	6.8
Non FSM	169	94.6	5.4
FSM	133	93.9	6.1
No SEN	263	94.3	5.7
EHCP	5	96.5	3.5
SEN Support	34	94.0	6.0
EAL	18	96.5	3.5
Non EAL	284	94.2	5.8

Persistent Absence

% of pupils absent for 10% or more sessions

	Pupils	% of cohort
School	63	20.9
Boys	34	20.6
Girls	29	21.2
Non Disadvantaged	27	17.0
Disadvantaged	36	25.2
Male Disadvantaged	21	26.6
Female Disadvantaged	15	23.4
Non FSM	29	17.2
FSM	34	25.6
No SEN	54	20.5
EHCP	1	20.0
SEN Support	8	23.5
EAL	2	11.1
Non EAL	61	21.5

- ▶ Remains a key priority for the school.
- ▶ Over the Autumn Term there has been the following involvement for PP children
- ▶ **42 welfare checks for PP pupils**
- ✎ 7 parent meetings in school
- ✎ 7 CAP referral regarding attendance
- ✎ 4 holiday fines

Enrichment

Breakfast and After School Club

Breakfast Club Term	Number of children who attend Breakfast Club	Number of PP children	% of PP children
Autumn 1	133	56	42% pf pupils on BFC roll are PP
Autumn 2	142	60	42% pf pupils on BFC roll are PP

After School Club Term	Number of children who attend After School Club	Number of PP children	% of PP children
Autumn 1	87	37	42% pf pupils on BFC roll are PP
Autumn 2	101	44	43% pf pupils on BFC roll are PP

It is positive to see that in the Autumn Term that almost half of all pupils accessing out of school hours enrichment are disadvantaged. This means that there is an equitable offer. It is reassuring to know that these children are able to receive a meal during each of these sessions.

Club	Number of children registered	Number of PP children	% of PP children
Diamond Gym Club <i>Non-competitive gymnastics club aimed to raise aspiration in gymnastics and improve skill.</i>	13	9	69%
Emerald Gym Club <i>Gymnastics competition team, identified as talented gymnasts for key stage one and two.</i>	16	13	81%
School Counsellor Interactions Drop in sessions, timetabled sessions for vulnerable children.			
Dance Club Year 6 Dance Club for boys and girls.	16	8	50%
Woodwind Lessons - Mr Hargreaves Key Stage two music tuition lessons, supported by pupil premium funding.			
Mr Todd Football Club KS2 boys' football club and competition teams.	18	11	61%
Girls Football Club KS2 girls' football club and competition teams	13	7	54%
Violin Lessons – Durham Music Key Stage two music tuition lessons, supported by pupil premium funding.			
Y6 STEMillions Year 6 girl's science club.	10	4	40%
Glee Club A lower Key Stage 2 choir rehearsing stage show style songs.	10	6	60%

Building Aspirations



This half term, Class 14 have been involved in a very exciting enterprise opportunity in collaboration with Virgin Money called Make £5 Grow. Each child in the class was given £5 to spend on resources to make a product to sell to try to make as much profit as they could. The children worked collaboratively in teams of 4 or 5 over a number of weeks to design, create and make products suitable for sale at the Darlington Christmas Fair. There was a lot of work involved – from thinking about what enterprise was, to deciding how each team member would contribute to the task, working out what resources were needed and how much they would cost, advertising the fair, designing posters to use on our stalls before finally making the finished articles to sell.

All of the children worked really hard and make some fantastic Christmas gifts including chocolate filled baubles, mince pies, cookies, cards, peppermint creams and chocolate truffles. Our stalls proved very popular at the market and we nearly sold out!

In total, the children made a fantastic £138 profit! This will be spent on a treat for the class – watch this space and we'll keep you posted!



Raising Aspiration & targeting children's physical skills

We were lucky enough to have a school visit from ex-Olympic cyclist, Phil Bateman. The children took part in fun lots of fun activities such as: group riding, games, challenges and mini races designed to introduce the children to the sport of cycling. The children were taught about road safety and the importance of appropriate safety equipment.



Developing Self Assured Learners

Science Ambassador training at Longfield School

8 children from Year 4 and Year 5 were trained by Year 8 student mentors and two Doctors of Science from Durham University. The children had a fantastic time working with other children from Lingfield Academy Trust.

The children carried out different experiments and then developed their presentation skills and finally presented an experiment to the rest of the schools.

The children were brilliant and they are excited to be developing their Science role in school.



Forest and Wilderness Schooling

As part of Quality First Teach



There is a wealth of evidence which clearly demonstrates the benefits for young people's learning and personal development outside the classroom. In summary, learning outside the classroom:

- **tackles social mobility**, giving children new and exciting experiences that inspire them to **reach their true potential**. These real world experiences **raise aspirations, equipping young people with the skills they need to become active and responsible citizens** and shape a fit and motivated workforce.
- **addresses educational inequality, re-motivating children** who do not thrive in the traditional classroom environment, such as those from **disadvantaged backgrounds** or with Special Educational Needs. Young people who experience learning outside the classroom as a regular part of their school life benefit from increased self esteem, and become more engaged in their education both inside and outside the classroom walls.

Learning Outside of The Classroom 2019