



NORTHWOOD
PRIMARY SCHOOL

...growing success

Pupil Premium Impact Report

Spring Term 2024



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.

Outcomes

Below are the outcomes for Reception children. You can see the outcomes for PP children specifically in the PP row. This is outlined for comprehension (Lit8); Word reading (Lit9); writing (Lit 10) and number (mat11).

Attainment - Pupil Groups	LIT 8. COMPREHENSION									
	Total Assess	BELOW		ON TRACK		AT		ABOVE		
		No.	%	No.	%	No.	%	No.	%	
RECEPTION SPRING										
All	48	17	35%	11	23%	18	38%	2	4%	
Boys	23	10	43%	5	22%	6	26%	2	9%	
Girls	25	7	28%	6	24%	12	48%	0	0%	
SEN Support	7	6	86%	0	0%	1	14%	0	0%	
SEN EHCP	1	1	100%	0	0%	0	0%	0	0%	
No SEN	40	10	25%	11	28%	17	43%	2	5%	
PP	18	7	39%	5	28%	6	33%	0	0%	
Non PP	30	10	33%	6	20%	12	40%	2	7%	
LAC	2	2	100%	0	0%	0	0%	0	0%	
EAL	11	5	45%	2	18%	4	36%	0	0%	
Non EAL	37	12	32%	9	24%	14	38%	2	5%	

Non PP children are outperforming PP children with 7% more achieving the expected standard in the Spring term.

Attainment - Pupil Groups	LIT 9. WORD READING									
	Total Assess	BELOW		ON TRACK		AT		ABOVE		
		No.	%	No.	%	No.	%	No.	%	
RECEPTION SPRING										
All	48	17	35%	10	21%	15	31%	6	13%	
Boys	23	10	43%	5	22%	6	26%	2	9%	
Girls	25	7	28%	5	20%	9	36%	4	16%	
SEN Support	7	6	86%	0	0%	1	14%	0	0%	
SEN EHCP	1	1	100%	0	0%	0	0%	0	0%	
No SEN	40	10	25%	10	25%	14	35%	6	15%	
PP	18	7	39%	3	17%	8	44%	0	0%	
Non PP	30	10	33%	7	23%	7	23%	6	20%	
LAC	2	2	100%	0	0%	0	0%	0	0%	
EAL	11	5	45%	2	18%	2	18%	2	18%	
Non EAL	37	12	32%	8	22%	13	35%	4	11%	

Pupil Premium children are outperforming Non PP children for word reading by 21%.

Attainment - Pupil Groups	LIT 10. WRITING								
	Total Assess	BELOW		ON TRACK		AT		ABOVE	
		No.	%	No.	%	No.	%	No.	%
RECEPTION SPRING									
All	48	19	40%	10	21%	19	40%	0	0%
Boys	23	12	52%	4	17%	7	30%	0	0%
Girls	25	7	28%	6	24%	12	48%	0	0%
SEN Support	7	6	86%	0	0%	1	14%	0	0%
SEN EHCP	1	1	100%	0	0%	0	0%	0	0%
No SEN	40	12	30%	10	25%	18	45%	0	0%
PP	18	8	44%	2	11%	8	44%	0	0%
Non PP	30	11	37%	8	27%	11	37%	0	0%
LAC	2	2	100%	0	0%	0	0%	0	0%
EAL	11	5	45%	1	9%	5	45%	0	0%
Non EAL	37	14	38%	9	24%	14	38%	0	0%

Pupil Premium children are outperforming Non PP children in writing.

Attainment - Pupil Groups	MAT 11. NUMBER								
	Total Assess	BELOW		ON TRACK		AT		ABOVE	
		No.	%	No.	%	No.	%	No.	%
RECEPTION SPRING									
All	48	13	27%	13	27%	22	46%	0	0%
Boys	23	8	35%	6	26%	9	39%	0	0%
Girls	25	5	20%	7	28%	13	52%	0	0%
SEN Support	7	4	57%	2	29%	1	14%	0	0%
SEN EHCP	1	1	100%	0	0%	0	0%	0	0%
No SEN	40	8	20%	11	28%	21	53%	0	0%
PP	18	6	33%	4	22%	8	44%	0	0%
Non PP	30	7	23%	9	30%	14	47%	0	0%
LAC	2	2	100%	0	0%	0	0%	0	0%
EAL	11	4	36%	2	18%	5	45%	0	0%
Non EAL	37	9	24%	11	30%	17	46%	0	0%

The data for number shows there is a small gap, between PP children and their non PP peers.

The following tables report on the gap between PP children and their non PP peers, towards achieving end of year expectations from Y 1 to Y6.



LINGFIELD NORTHWOOD PRIMARY

Disadvantaged / Pupil Premium (PP)

READING		PROG PUPILS	Progress Evaluation	Progress Points	TOTAL PUPILS	ASSESS	ATTAINMENT																				
							Previous Year / Baseline						Autumn Term						Spring Term								
							STATUS			SUMMARY			STATUS			SUMMARY			STATUS			SUMMARY					
BE	OT	AT	AB	OT+	AT+	BE	OT	AT	AB	OT+	AT+	BE	OT	AT	AB	OT+	AT+										
Year 1	PP	23	Req Imp	1.74	26	23	26%	17%	57%	0%	74%	57%	24	42%	21%	38%	0%	58%	38%	26	31%	27%	42%	0%	69%	42%	0
	NON PP	33	Req Imp	1.79	34	33	27%	21%	52%	0%	73%	52%	34	38%	18%	41%	3%	62%	44%	34	35%	24%	38%	3%	65%	41%	0
Year 2	PP	14	Req Imp	1.79	19	14	0%	36%	64%	0%	100%	64%	16	0%	50%	50%	0%	100%	50%	19	5%	47%	47%	0%	95%	47%	0
	NON PP	33	Good	1.97	41	33	15%	9%	58%	18%	85%	76%	39	21%	15%	54%	10%	79%	64%	41	17%	20%	51%	12%	83%	63%	0
Year 3	PP	18	Out	2.28	25	18	44%	0%	50%	6%	56%	56%	21	43%	10%	48%	0%	57%	48%	25	44%	8%	48%	0%	56%	48%	0
	NON PP	23	Out	2.39	28	23	13%	13%	61%	13%	87%	74%	24	8%	13%	79%	0%	92%	79%	28	18%	11%	71%	0%	82%	71%	0
Year 4	PP	25	Good	2.00	26	25	20%	48%	24%	8%	80%	32%	24	21%	46%	29%	4%	79%	33%	26	19%	50%	27%	4%	81%	31%	0
	NON PP	27	Good	2.00	35	27	19%	19%	37%	26%	81%	63%	30	20%	23%	40%	17%	80%	57%	35	23%	29%	37%	11%	77%	49%	0
Year 5	PP	17	Good	1.94	18	17	12%	12%	76%	0%	88%	76%	18	17%	17%	67%	0%	83%	67%	18	17%	17%	67%	0%	83%	67%	0
	NON PP	24	Out	2.29	29	24	13%	4%	63%	21%	88%	83%	27	11%	19%	52%	19%	89%	70%	29	10%	21%	52%	17%	90%	69%	0
Year 6	PP	27	Good	2.00	30	27	11%	26%	63%	0%	89%	63%	26	12%	23%	54%	12%	88%	65%	30	17%	23%	50%	10%	83%	60%	0
	NON PP	24	Out	2.38	30	24	17%	25%	38%	21%	83%	58%	25	20%	4%	60%	16%	80%	76%	30	20%	10%	47%	23%	80%	70%	0

WRITING		PROG PUPILS	Progress Evaluation	Progress Points	TOTAL PUPILS	ASSESS	ATTAINMENT																				
							Previous Year / Baseline						Autumn Term						Spring Term								
							STATUS			SUMMARY			STATUS			SUMMARY			STATUS			SUMMARY					
BE	OT	AT	AB	OT+	AT+	BE	OT	AT	AB	OT+	AT+	BE	OT	AT	AB	OT+	AT+										
Year 1	PP	23	Req Imp	1.70	26	23	30%	17%	52%	0%	70%	52%	24	42%	29%	29%	0%	58%	29%	26	35%	23%	42%	0%	65%	42%	0
	NON PP	33	Req Imp	1.61	34	33	30%	18%	52%	0%	70%	52%	34	35%	29%	35%	0%	65%	35%	34	41%	26%	32%	0%	59%	32%	0
Year 2	PP	14	Req Imp	1.71	19	14	0%	43%	57%	0%	100%	57%	16	6%	44%	44%	6%	94%	50%	19	21%	32%	47%	0%	79%	47%	0
	NON PP	33	Req Imp	1.76	41	33	12%	24%	58%	6%	88%	64%	39	21%	21%	56%	3%	79%	59%	41	22%	22%	56%	0%	78%	56%	0
Year 3	PP	18	Out	2.44	25	18	50%	22%	28%	0%	50%	28%	20	40%	20%	40%	0%	60%	40%	25	44%	20%	36%	0%	56%	36%	0
	NON PP	23	Good	2.17	28	23	17%	17%	57%	9%	83%	65%	24	13%	25%	63%	0%	88%	63%	28	21%	21%	57%	0%	79%	57%	0
Year 4	PP	25	Good	1.96	26	25	28%	40%	32%	0%	72%	32%	24	29%	38%	33%	0%	71%	33%	26	31%	38%	31%	0%	69%	31%	0
	NON PP	27	Good	1.85	35	27	22%	30%	41%	7%	78%	48%	30	30%	23%	40%	7%	70%	47%	35	29%	34%	31%	6%	71%	37%	0
Year 5	PP	17	Good	2.18	18	17	29%	12%	59%	0%	71%	59%	18	33%	11%	56%	0%	67%	56%	18	28%	22%	50%	0%	72%	50%	0
	NON PP	24	Out	2.50	29	24	17%	25%	46%	13%	83%	58%	27	19%	33%	41%	7%	81%	48%	29	14%	31%	45%	10%	86%	55%	0
Year 6	PP	27	Good	2.07	30	27	15%	26%	59%	0%	85%	59%	26	12%	35%	54%	0%	88%	54%	30	20%	13%	63%	3%	80%	67%	0
	NON PP	24	Good	2.00	30	24	29%	21%	33%	17%	71%	50%	25	24%	24%	40%	12%	76%	52%	30	30%	27%	33%	10%	70%	43%	0

Disadvantaged / Pupil Premium (PP)

PROGRESS	ATTAINMENT
	BE Below expected attainment AT Attain 4x expected standard OT On Track for expected standard AB Above expected standard

Year	MATHS	PP / NON PP	PROG PUPILS	Progress Evaluation	Progress Points	TOTAL PUPILS	Previous Year / Baseline						Autumn Term						Spring Term						
							STATUS			SUMMARY			STATUS			SUMMARY			STATUS			SUMMARY			
							BE	OT	AT	AB	OT+	AT+	BE	OT	AT	AB	OT+	AT+	BE	OT	AT	AB	OT+	AT+	
Year 1	PP	23	Req Imp	1.65	26	23	42%	22%	57%	0%	78%	57%	33%	25%	42%	0%	67%	42%	31%	31%	38%	0%	69%	38%	0
	NON PP	33	Good	1.88	34	33	18%	18%	64%	0%	82%	64%	21%	21%	59%	0%	79%	59%	24%	21%	56%	0%	76%	56%	0
Year 2	PP	14	Good	1.86	19	14	0%	21%	79%	0%	100%	79%	0%	38%	63%	0%	100%	63%	11%	26%	58%	5%	89%	63%	0
	NON PP	33	Good	2.00	41	33	15%	3%	82%	0%	85%	82%	18%	8%	74%	0%	82%	74%	17%	5%	63%	15%	83%	78%	0
Year 3	PP	18	Out	2.33	25	18	39%	11%	50%	0%	61%	50%	24%	14%	62%	0%	76%	62%	28%	12%	60%	0%	72%	60%	0
	NON PP	23	Out	2.65	28	23	13%	17%	61%	9%	87%	70%	8%	8%	84%	0%	92%	84%	14%	4%	82%	0%	86%	82%	0
Year 4	PP	25	Req Imp	1.76	26	25	24%	8%	52%	16%	76%	68%	25%	21%	50%	4%	75%	54%	22%	27%	50%	0%	77%	50%	0
	NON PP	28	Good	1.93	35	28	11%	25%	39%	25%	89%	64%	13%	28%	57%	7%	87%	63%	14%	31%	51%	3%	86%	54%	0
Year 5	PP	17	Good	2.00	18	17	6%	18%	59%	18%	94%	76%	11%	22%	61%	6%	89%	67%	11%	22%	61%	6%	89%	67%	0
	NON PP	24	Out	2.21	29	24	13%	17%	42%	29%	88%	71%	15%	26%	41%	19%	85%	59%	10%	31%	41%	17%	90%	59%	0
Year 6	PP	27	Good	1.85	30	27	4%	22%	74%	0%	96%	74%	0%	38%	50%	12%	100%	62%	7%	43%	37%	13%	93%	50%	0
	NON PP	24	Good	2.08	30	24	13%	25%	46%	17%	88%	63%	15%	19%	46%	19%	85%	65%	23%	20%	40%	17%	77%	57%	0

Year	SCIENCE	PP / NON PP	PROG PUPILS	Progress Evaluation	Progress Points	TOTAL PUPILS	Previous Year / Baseline						Autumn Term						Spring Term						
							STATUS			SUMMARY			STATUS			SUMMARY			STATUS			SUMMARY			
							BE	OT	AT	AB	OT+	AT+	BE	OT	AT	AB	OT+	AT+	BE	OT	AT	AB	OT+	AT+	
Year 1	PP	23	Out	2.22	26	23	30%	4%	65%	0%	70%	65%	21%	29%	50%	0%	79%	50%	0%	42%	58%	0%	100%	58%	0
	NON PP	33	Good	2.15	34	33	15%	18%	67%	0%	85%	67%	12%	24%	65%	0%	88%	65%	0%	32%	68%	0%	100%	68%	0
Year 2	PP	14	Good	2.07	19	14	0%	7%	93%	0%	100%	93%	0%	0%	100%	0%	100%	100%	0%	0%	100%	0%	100%	100%	0
	NON PP	32	Good	2.16	41	32	6%	19%	72%	3%	94%	75%	5%	8%	87%	0%	95%	87%	2%	5%	93%	0%	98%	93%	0
Year 3	PP	18	Out	2.28	25	18	22%	17%	61%	0%	78%	61%	10%	0%	90%	0%	90%	90%	12%	4%	84%	0%	88%	84%	0
	NON PP	23	Out	2.87	28	23	13%	13%	74%	0%	87%	74%	0%	0%	100%	0%	100%	100%	4%	4%	93%	0%	96%	93%	0
Year 4	PP	25	Req Imp	1.80	26	25	4%	4%	92%	0%	96%	92%	4%	16%	80%	0%	96%	80%	12%	8%	81%	0%	88%	81%	0
	NON PP	27	Good	2.15	35	27	4%	0%	96%	0%	96%	96%	4%	4%	93%	0%	96%	93%	9%	6%	86%	0%	91%	86%	0
Year 5	PP	17	Good	2.00	18	17	6%	12%	82%	0%	94%	82%	11%	11%	78%	0%	89%	78%	11%	11%	78%	0%	89%	78%	0
	NON PP	24	Good	2.04	29	24	4%	4%	88%	4%	96%	92%	7%	7%	85%	0%	93%	85%	7%	7%	86%	0%	93%	86%	0
Year 6	PP	27	Good	2.00	30	27	7%	4%	89%	0%	93%	89%	0%	8%	92%	0%	100%	92%	10%	7%	83%	0%	90%	83%	0
	NON PP	24	Req Imp	1.83	30	24	8%	13%	79%	0%	92%	79%	8%	4%	88%	0%	92%	88%	17%	10%	73%	0%	83%	73%	0

The data for reading shows that pupil premium children in KS2 are making good or outstanding progress and there is not a significant gap between PP and Non PP children. However, in KS1, there is a gap between PP and Non PP children where the PP children are not making good or outstanding progress. However the data shows that despite not making good points of progress, the PP children in Year 1 outperform their Non PP peers by 1%. In Year 2 the data shows that there is a gap between PP and Non PP children (PP achieving 47% and Non PP achieving 63%) this is therefore an area of opportunity.

The data for writing shows that there are no significant gaps with progress between Pupil Premium and Non PP children and all children make good or outstanding progress, with the exception of Year 1 which are making inadequate progress. However the data shows that despite not making good progress, PP children do outperform Non PP children in this subject (PP 42% compared with Non PP 32%). There are opportunities to improve PP writing in Year 2 as only 47% of PP compared to 56% of Non PP children are working at the expected standard.

The data for maths shows that there are some gaps with progress between Pupil Premium and Non Pupil Premium children in some classes. In Year 1 and Year 4, PP children are not making good progress compared to their Non PP

peers. In Year 1 there is a small gap between PP and Non PP children (38% compared with 56%), However in Year 4, the gap between PP children and Non PP children is only 4%.

The data for science shows that in most Year groups PP children make good or outstanding progress with the exception of Year 4. However the percentage of Non PP children achieving expected standard compared with PP children is only 5% higher.

In order to help support the gap, senior leaders are holding pupil progress meetings with all teachers in order to identify and overcome barriers to ensure PP children make the same progress as their Non PP peers with a particular focus on reading support and maths.

Attendance (Year 1 – Year 6)

The current disadvantaged attendance figure for the spring term is 92.5% which is an increase from 91.7% in the autumn term. There is a small gap of 2.8% between PP children and Non PP children's attendance.

Absence						Persistent Absence			
Click to include/exclude Reception pupils <input checked="" type="radio"/> Include <input type="radio"/> Exclude									
% of sessions missed						% of pupils absent for 10% or more sessions			
<small>* National: 2021/2022 is the most recent published whole academic year comparative data</small>									
	Pupils	% attendance	% sessions missed	2021/22*	Diff +/-	Pupils	% of cohort	2021/22* National %	Diff +/-
School	337	94.1	5.9	6.3	+0.3	65	19.3	17.7	-1.6
Boys	177	94.0	6.0	6.4	+0.3	35	19.8	18.1	-1.7
Girls	160	94.2	5.8	6.2	+0.3	30	18.8	17.3	-1.4
Non Persistent Absentees	272	96.7	3.3	4.2	+0.9				
Persistent Absentees	65	83.0	17.0	16.3	-0.7				
Non Severe Absentees	336	94.1	5.9	-	-				
Severe Absentees	1	40.0	60.0	-	-				
Non Disadvantaged *	190	95.3	4.7	5.5	+0.7	27	14.2	12.7	-1.5
Disadvantaged *	147	92.5	7.5	8.4	+0.9	38	25.9	30.2	+4.4
Disadvantaged Boys	74	91.9	8.1	-	-	20	27.0	-	-
Disadvantaged Girls	73	93.1	6.9	-	-	18	24.7	-	-
Non FSM	190	95.3	4.7	5.5	+0.8	27	14.2	13.1	-1.1
FSM	147	92.5	7.5	8.5	+1.0	38	25.9	30.7	+4.8
No SEN	283	94.4	5.6	5.9	+0.3	51	18.0	15.6	-2.4
EHCP/SEN statement	7	86.6	13.4	9.7	-3.7	2	28.6	31.3	+2.8
SEN Support	47	93.2	6.8	8.0	+1.2	12	25.5	26.2	+0.7

In terms of persistent absence for disadvantaged pupils, this sits at 25.9% which is a decrease from last terms 30.9% and 4.4% lower than national average. In order to support this further and make improvements to lower the persistent absence for PP children, our parent support liaison, works closely with these families to make sure we are supporting their attendance, through referrals to other support agencies and meeting with parents.

The table below shows the overview of parent and welfare support for disadvantaged children who have been persistently absent.

Welfare Checks	3
Requests for Medical Evidence	9
Attendance Planning Meeting (with parents)	12
CME Referral	0
Fixed Penalty Warning (CAP referral)	4

Enrichment

Before and After School Provision



BREAKFAST CLUB	NUMBER OF ATTENDEES	NUMBER OF PP CHILDREN	% of BC who are PP
Spring	40	13	32.5%

AFTER SCHOOL CLUB	NUMBER OF ATTENDEES	NUMBER OF PP CHILDREN	% of ASC who are PP
Spring	20	10	50%

The data evidences that between one third and a half of all children accessing out of hours provision, are disadvantaged. This means that Pupil Premium children are getting a reasonably equitable offer, it is also allowing more disadvantaged families to look for and start working because they know that they can access affordable child care that wraps around school times. We have also supported some of our disadvantaged children by allowing them access to breakfast club in order to raise attendance in school.

This term, the staffing increase has continued, so there are more staff available to support after school activities. This extra capacity is utilised by experienced Teaching Assistants, supporting with the sessions. The sessions are carefully planned to include a wealth of fun, engaging and motivating activities for the children.

Extra Curriculum Clubs

In spring term, teachers and teaching assistants ran or supported in clubs to help develop the children's interest in certain areas of the curriculum.

In the spring term the following clubs ran and in some clubs in most clubs at least one third or more of the children were Pupil Premium children. The total percentage of PP children attending clubs this half term is 37% compared to 40% in the autumn term. In order to include more Pupil Premium children in our club offer, teachers may invite children to their club to ensure PP children are provided with the opportunities.

Club	Number of PP children attended	Percentage of PP children attended
Cooking	6/15	40%
Craft	4/20	20%
Cross Stitch	5/7	71%

Games Club	6/19	32%
STEM	8/20	40%
Gardening	9/19	47%
Dodgeball	7/22	32%
Story Club	5/12	42%
Dance	5/14	36%

School Counsellor

Our school counsellor, Sarah, provides guidance and counselling services to our pupils and their families. This support is often social and emotional support. Sarah works closely with pupils who have identified social difficulties, low self-esteem, suffered trauma or bereavement. Her sessions offer time to listen to the pupil's difficulties and offer recommendations to resolve the issues and support their wellbeing in home and at school.



This term Sarah has scheduled regular support sessions for 9 of our pupils, 5 of these pupils are disadvantaged (Pupil Premium). This evidences that the majority of Sarah's time is used to support disadvantaged families.



Gregg's Breakfast



During the Spring Term we have continued our fantastic offer with Gregg's to provide breakfast for pupils who require wrap around provision. We are also thrilled to be in the position to offer all children breakfast every day at school because we know that a hungry child isn't a learning child. Toast is offered to every child and family member on their arrival to school. In nursery the children have access to toast during toast time. We are grateful to Warren's Group in Newton Aycliffe who continue to sponsor our Breakfast Club Provision.



Gregg's Hardship Fund

Over the Christmas period, we have also been able to use the Gregg's Hardship Funding grants to support some of our most vulnerable families by applying for support with the purchase of white goods, beds and bedding, supermarket vouchers and clothing vouchers. This was offered to all families in the school and we were able to support all of the families that submitted an application.



In the spring term 3 referrals were successfully made and funding granted.

Wellbeing – Learning Outside of the Classroom



This half term each class has ensured at least one lesson per week is held outside the classroom to support all learners.

There is a wealth of evidence that 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.



OPAL

We are committed to ensuring that all of our children gain positive, fulfilling experiences that allows them to flourish as individuals and achieve their full potential. We acknowledge that happy, purposeful playtimes ensures that children are ready for learning and develop transferrable skills such as: leadership, risk taking, turn taking, collaboration and compromise. We signed up to the Outdoor Play and Learning programme (OPAL) that has supported us through improving the outdoor play experiences that we offer our children. Our children can choose to go to both indoor and outdoor provisions during this time and it is evident that our children are experiencing calmer, more enjoyable playtimes, beginning to communicate more effectively with each other to problem solve and have more opportunities to be creative and use their imagination.

Cultural Capital

The In2 Project has been commissioned by Darlington Borough Council for 6 primary schools across the borough with high levels of Pupil Premium children. The project encourages wellbeing and focuses on the impact of arts and sports engagement in encouraging a successful transition from primary to secondary schools, which had been identified as a key issue in Darlington. Our Year 6 cohort have spent time over the Spring term engaging in performing arts and physical development activities aimed at increasing ambition, raising aspirations and developing self-assurance.

Back Chat Brass



Arc Theatre



Theme Days/Weeks

We continue to offer our children weekly 'theme days/weeks' to enhance their curriculum at Northwood. This also gives disadvantaged pupils the opportunity to develop their cultural capital and allow them to flourish in later life by raising their awareness of charities, events and culture that happens outside of Northwood whilst developing their self-confidence self-assurance. Where possible we like to make best use of our outdoor spaces during these days. Over the Spring Term we have had the following themed days:

- Bird Watching Week
- Endangered Animal Week
- Energy Saving week
- Internet Safety Day
- Mental Health Week
- NSPCC Number Day
- Story Telling Week
- Celebrating Languages at Northwood
- Science Week
- Black History
- The Big Walk
- Red Nose Day
- World Book Day



Raising Aspirations and Awareness through Visitors to School and School Trips

This term we have been lucky enough to have a variety of visitors to our school to share their expertise.

- Tees Valley Dance - Year 2
- Cricket – Whole school
- Mini Police – Year 5
- Fire Service – EYFS and KS2
- We Eat Elephants – Year 5
- Darlington Mental Health Team – Whole school



Trips

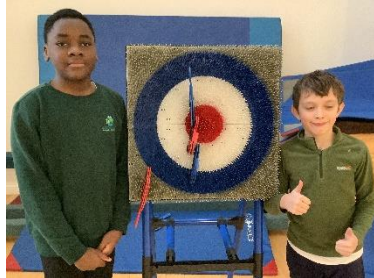
We have all very much enjoyed the return of frequent educational visits and this term this includes;

- Year 1 visited Hardwick Park for the day and participated in a range of outdoor learning opportunities.
- Year 6 visited Baydale Farm and learnt about jobs on a farm.



Year 6 Bucket List

In order to support our disadvantaged families, we have decided to complete a year 6 bucket list rather than take the children on a residential trip, which puts financial strain on some of our families. In order to deliver this Year 6 bucket list, we raised funds through our Christmas Fair and this money will be used to fund part of the children's bucket list throughout the year, removing some of the financial barriers for our disadvantaged families. In the spring term, the children enjoyed archery and axe throwing.



Progress towards Pupil Premium Strategy

The below provides an update on the progress we have made towards the pupil premium strategy.

Pupil Premium Strategy End of Year		
Desired Outcomes	Success Criteria	Update
<p>1) Ensure teachers have a full understanding of curriculum progression.</p>	<p>Teachers understand what the children have been learned prior in order to deepen their knowledge as the subject progresses and are able to deploy adaptive teaching in order to scaffold, support or ensure challenge is present in the curriculum offer. As a result, there is evidence of a narrowing gap between disadvantaged pupils and their non-disadvantaged peers across all subjects</p>	<p>Across the school as a whole, there is evidence of good progress towards this outcome with the gap in general narrowing between PP and Non PP children. In order to support to close the gap between PP and Non PP children in the area of reading, we have been supported in school by Rebecca Lennon (Trust English Lead). Staff are continuing to work closely with Rebecca to ensure their teaching of reading is consistently to a high standard to ensure good progress is achieved for all children and this is evident in the attainment of PP children in Year 1, who are outperforming their Non PP peers.</p>

<p>2) Continue to improve quality first teaching including adaptive teaching methods</p>	<p>Teaching over time, including adaptive teaching, demonstrates children's progress improves as a result.</p>	<p>All staff conducted a pupil progress meeting in the Autumn term with SLT. They set targets and organised intervention to support PP children to make good progress in the Spring Term. Staff continue to complete CPD on how best to adapt the curriculum in order to support the needs of the PP children in their class. Teaching assistants have completed case studies on particular PP children to evidence the success of adaptive teaching and help close the gap between PP and Non PP children.</p>
<p>3) Disadvantaged pupils attend school regularly and punctually.</p>	<p>The number of persistently absent PP children decreases, in line with national average.</p>	<p>Senior leaders have worked very closely to monitor the attendance of all children and meet regularly to discuss patterns and trends. There is a small gap of 2.5% between PP attendance and that of their Non PP peers and so this is an area of focus during our attendance meetings. In terms of persistent absence for disadvantaged pupils, this sits at 25.9% which is a decrease from last terms 30.9% and 4.4% lower than national average demonstrating that the work staff are doing around promoting attendance is having a positive effect.</p>
<p>4) Enable all children to have access to enrichment opportunities in and beyond school which generate high aspirations from an early age.</p>	<p>All children will have access to enrichment opportunities in and beyond school which generate high aspirations from an early age. Registers will show what they are there for (talent, interest or invite). Attendance at clubs will be tracked and PPG children will attend.</p>	<p>The percentage of Pupil Premium children attending clubs in the spring term is 37% and this is due to staff inviting PP children to their clubs. Staff have offered a variety of clubs in order to provide enrichment to all children including cooking, cross stitch and STEM. Staff will continue to provide a variety of clubs in Summer term and ensure PP children are in attendance.</p>
<p>5) To continue to narrow the attainment gap in KS2 in order to ensure an equity in outcomes</p>	<p>Evidence will show a narrowing gap between disadvantaged pupils and their non-disadvantaged peers across all subjects</p>	<p>In the Spring Term the KS2 data shows that most of the KS2 children have made good or outstanding progress. The data for Year 6 shows: Reading = Non PP outperform PP (PP 60%, non PP 70%)</p>

		<p>Writing = PP out performing non PP (67% PP, non PP 43%) Maths = Non PP outperform PP (PP 50%, non PP 57%) Science = PP out performing non PP (PP 83%, non PP 73%)</p> <p>This shows that PP children are out performing their non PP peers in writing and science however there are still opportunities to excel progress with reading and maths.</p>
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