



NORTHWOOD
PRIMARY SCHOOL

...growing success

Pupil Premium Impact Report

Summer 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 for Early Years

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).

The tables below show that our pupil premium child outperform their non pupil premium peers in reading, writing and maths.

- Comprehension 68% of PP children achieving the expected standard compared to 46% of Non PP children.
- Reading 68% of PP children achieving the expected standard compared to 39% of Non PP children.
- Writing 68% of PP children achieving the expected standard compared to 46% of Non PP children.
- Maths 74% of PP children achieving the expected standard compared to 50% of Non PP children.

Attainment - Pupil Groups	LIT 8. COMPREHENSION								
	Total Assess	BELOW		ON TRACK		AT		ABOVE	
RECEPTION SUMMER		No.	%	No.	%	No.	%	No.	%
All	47	17	36%	1	2%	26	55%	3	6%
Boys	20	10	50%	1	5%	8	40%	1	5%
Girls	27	7	26%	0	0%	18	67%	2	7%
SEN Support	5	5	100%	0	0%	0	0%	0	0%
SEN EHCP	2	2	100%	0	0%	0	0%	0	0%
No SEN	40	10	25%	1	3%	26	65%	3	8%
PP	19	6	32%	0	0%	13	68%	0	0%
Non PP	28	11	39%	1	4%	13	46%	3	11%
LAC	2	2	100%	0	0%	0	0%	0	0%
EAL	11	6	55%	0	0%	5	45%	0	0%
Non EAL	36	11	31%	1	3%	21	58%	3	8%

Attainment - Pupil Groups		LIT 9. WORD READING							
RECEPTION SUMMER	Total Assess	BELOW		ON TRACK		AT		ABOVE	
		No.	%	No.	%	No.	%	No.	%
All	47	16	34%	3	6%	24	51%	4	9%
Boys	20	9	45%	3	15%	6	30%	2	10%
Girls	27	7	26%	0	0%	18	67%	2	7%
SEN Support	5	5	100%	0	0%	0	0%	0	0%
SEN EHCP	2	2	100%	0	0%	0	0%	0	0%
No SEN	40	9	23%	3	8%	24	60%	4	10%
PP	19	6	32%	0	0%	13	68%	0	0%
Non PP	28	10	36%	3	11%	11	39%	4	14%
LAC	2	2	100%	0	0%	0	0%	0	0%
EAL	11	6	55%	0	0%	4	36%	1	9%
Non EAL	36	10	28%	3	8%	20	56%	3	8%

Attainment - Pupil Groups		LIT 10. WRITING							
RECEPTION SUMMER	Total Assess	BELOW		ON TRACK		AT		ABOVE	
		No.	%	No.	%	No.	%	No.	%
All	47	17	36%	2	4%	26	55%	2	4%
Boys	20	11	55%	1	5%	8	40%	0	0%
Girls	27	6	22%	1	4%	18	67%	2	7%
SEN Support	5	5	100%	0	0%	0	0%	0	0%
SEN EHCP	2	2	100%	0	0%	0	0%	0	0%
No SEN	40	10	25%	2	5%	26	65%	2	5%
PP	19	6	32%	0	0%	13	68%	0	0%
Non PP	28	11	39%	2	7%	13	46%	2	7%
LAC	2	2	100%	0	0%	0	0%	0	0%
EAL	11	6	55%	0	0%	5	45%	0	0%
Non EAL	36	11	31%	2	6%	21	58%	2	6%

Attainment - Pupil Groups		MAT 11. NUMBER							
RECEPTION SUMMER	Total Assess	BELOW		ON TRACK		AT		ABOVE	
		No.	%	No.	%	No.	%	No.	%
All	47	10	21%	8	17%	28	60%	1	2%
Boys	20	6	30%	6	30%	7	35%	1	5%
Girls	27	4	15%	2	7%	21	78%	0	0%
SEN Support	5	4	80%	1	20%	0	0%	0	0%
SEN EHCP	2	1	50%	0	0%	1	50%	0	0%
No SEN	40	5	13%	7	18%	27	68%	1	3%
PP	19	4	21%	1	5%	14	74%	0	0%
Non PP	28	6	21%	7	25%	14	50%	1	4%
LAC	2	2	100%	0	0%	0	0%	0	0%
EAL	11	4	36%	2	18%	4	36%	1	9%
Non EAL	36	6	17%	6	17%	24	67%	0	0%

Outcomes for Year 1-Year 6

The following tables show the outcomes for our pupil premium children compared to their non pupil premium peers in reading, writing, maths and science.

In reading the data shows;

- Pupil Premium children outperform their non pupil premium peers in Years 1 (54% v 52%) Year 2 (65% v 64%) and Year 6 (75% v 68%).
- Pupil Premium children in all Year groups across the school, with the exception of Year 5, have made good progress along with their non pupil premium peers. This will be closely monitored as the children move into Year 6 through pupil progress meetings.

In writing the data shows;

- Pupil premium children outperform their non pupil premium peers in Year 1 (42% v 39%) and in Year 6 (79% v 64%).
- In Year 2 and all of Key Stage 2, pupil premium children make the same progress as their non pupil premium peers. This progress is deemed as good, except in Year 4 where both pupil premium and non pupil premium children made inadequate progress.
- Although pupil premium children in Year 1 made inadequate progress then their non pupil premium peers, the pp children outperformed their peers by 3%.

In maths the data shows:

- Pupil Premium children outperform their non pupil premium peers in Year 5 (65% v 62%)
- In Years 2, 3 and 4 our pupil premium children made the same or better progress than their non pupil premium peers.
- In Years 1, 5 and 6 our pupil premium children made inadequate progress compared to our non pupil premium children and has already been identified as an area of opportunity for the next academic year.

In science the data shows;

- Pupil Premium children outperform their non pupil premium peers in Year 2 (95% vs 87%) and in Year 6 (86% v 79%)
- Pupil Premium children in all Year groups across the school, with the exception of Year 4, have made good progress along with their non pupil premium peers.

Disadvantaged / Pupil Premium (PP)

READING	PPG PUPILS	Progress Evaluation	Progress Points	TOTAL PUPILS	ATTAINMENT																													
					Previous Year / Baseline												Autumn Term						Spring Term						Summer Term					
					STATUS						SUMMARY						STATUS			SUMMARY			STATUS			SUMMARY			STATUS			SUMMARY		
					BE	OT	AT	AB	OT+	AT+	BE	OT	AT	AB	OT+	AT+	BE	OT	AT	AB	OT+	AT+	BE	OT	AT	AB	OT+	AT+						
Year 1	PP	22	Good	2.86	26	22	27%	18%	55%	0%	73%	55%	23	43%	17%	39%	0%	57%	39%	25	32%	24%	44%	0%	68%	44%	26	27%	19%	54%	0%	73%	54%	
	NON PP	31	Req Imp	2.74	33	31	24%	23%	52%	0%	74%	52%	32	38%	19%	41%	3%	63%	44%	32	34%	25%	38%	3%	66%	41%	33	33%	15%	48%	3%	67%	52%	
Year 2	PP	15	Good	3.00	20	15	0%	33%	60%	7%	100%	67%	17	0%	47%	53%	0%	100%	53%	20	5%	40%	55%	0%	95%	55%	20	5%	30%	60%	5%	95%	65%	
	NON PP	30	Good	2.87	30	30	17%	10%	60%	13%	83%	73%	36	22%	17%	53%	8%	78%	61%	38	18%	21%	50%	11%	82%	61%	39	18%	18%	54%	10%	82%	64%	
Year 3	PP	18	Good	3.28	30	18	44%	0%	50%	6%	56%	56%	21	43%	10%	48%	0%	57%	48%	25	44%	8%	48%	0%	56%	48%	30	53%	7%	40%	0%	47%	40%	
	NON PP	23	Good	3.30	27	23	13%	13%	61%	13%	87%	74%	24	8%	13%	79%	0%	92%	79%	27	15%	11%	74%	0%	85%	74%	27	15%	11%	74%	0%	85%	74%	
Year 4	PP	26	Good	2.88	31	26	19%	46%	23%	12%	81%	35%	25	20%	44%	36%	0%	80%	36%	27	19%	48%	33%	0%	81%	33%	31	26%	39%	35%	0%	74%	35%	
	NON PP	22	Req Imp	2.68	29	22	14%	18%	41%	27%	86%	68%	25	16%	24%	40%	20%	84%	60%	29	21%	28%	38%	14%	79%	52%	29	24%	21%	41%	14%	76%	55%	
Year 5	PP	18	Req Imp	2.83	20	18	11%	11%	78%	0%	89%	78%	19	16%	21%	63%	0%	84%	63%	19	16%	21%	63%	0%	84%	63%	20	15%	30%	55%	0%	85%	55%	
	NON PP	21	Good	3.14	26	21	14%	5%	67%	14%	86%	81%	23	13%	13%	61%	13%	87%	74%	25	12%	16%	60%	12%	88%	72%	26	15%	15%	62%	8%	85%	63%	
Year 6	PP	26	Good	3.00	28	26	12%	27%	62%	0%	88%	62%	25	12%	24%	52%	12%	88%	64%	28	14%	25%	50%	11%	86%	61%	28	11%	14%	50%	25%	89%	75%	
	NON PP	23	Good	2.96	28	23	17%	26%	35%	22%	83%	57%	23	17%	0%	65%	17%	83%	83%	28	21%	11%	43%	25%	79%	68%	28	18%	14%	43%	25%	82%	68%	

WRITING	PPG PUPILS	Progress Evaluation	Progress Points	TOTAL PUPILS	ATTAINMENT																													
					Previous Year / Baseline												Autumn Term						Spring Term						Summer 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+	BE	OT	AT	AB	OT+	AT+						
Year 1	PP	22	Inad	2.50	26	22	32%	18%	50%	0%	68%	50%	23	43%	26%	30%	0%	57%	30%	26	36%	20%	44%	0%	64%	44%	26	38%	11%	42%	0%	62%	42%	
	NON PP	31	Req Imp	2.65	33	31	29%	19%	52%	0%	71%	52%	32	34%	31%	34%	0%	66%	34%	32	38%	28%	34%	0%	63%	34%	33	33%	27%	39%	0%	67%	39%	
Year 2	PP	15	Good	2.93	20	15	0%	40%	60%	0%	100%	60%	17	6%	35%	53%	6%	94%	59%	20	15%	30%	55%	0%	85%	55%	20	10%	35%	55%	0%	90%	55%	
	NON PP	30	Req Imp	2.67	30	30	3%	23%	60%	3%	87%	63%	36	22%	22%	53%	3%	78%	56%	38	24%	24%	53%	0%	76%	53%	39	23%	18%	56%	3%	77%	59%	
Year 3	PP	18	Good	3.39	30	18	50%	22%	28%	0%	50%	28%	20	40%	20%	40%	0%	60%	40%	25	44%	20%	36%	0%	56%	36%	30	50%	20%	30%	0%	50%	30%	
	NON PP	23	Good	3.00	27	23	17%	17%	57%	9%	83%	65%	24	13%	25%	63%	0%	88%	63%	27	19%	22%	53%	0%	81%	53%	27	22%	19%	59%	0%	78%	59%	
Year 4	PP	26	Req Imp	2.81	31	26	27%	38%	35%	0%	73%	35%	25	28%	36%	36%	0%	72%	36%	27	30%	37%	33%	0%	70%	33%	31	35%	32%	32%	0%	65%	32%	
	NON PP	22	Req Imp	2.64	29	22	18%	32%	41%	3%	82%	50%	25	28%	24%	40%	8%	72%	48%	29	28%	34%	31%	7%	72%	38%	29	28%	28%	38%	7%	72%	45%	
Year 5	PP	18	Good	3.06	20	18	24%	11%	61%	0%	72%	61%	19	32%	16%	53%	0%	68%	53%	19	28%	21%	53%	0%	74%	53%	20	25%	35%	40%	0%	75%	40%	
	NON PP	21	Good	3.24	26	21	19%	29%	43%	10%	81%	52%	23	22%	30%	43%	4%	78%	48%	25	20%	28%	44%	8%	80%	52%	26	27%	19%	54%	0%	73%	54%	
Year 6	PP	26	Good	3.00	28	26	15%	29%	62%	0%	85%	62%	25	12%	32%	56%	0%	88%	56%	28	18%	14%	64%	4%	82%	68%	28	18%	4%	71%	7%	82%	79%	
	NON PP	23	Good	3.00	28	23	30%	22%	30%	17%	70%	48%	23	22%	22%	43%	13%	78%	57%	28	29%	25%	36%	11%	71%	46%	28	29%	7%	46%	18%	71%	64%	

MATHS	PPG PUPILS	Progress Evaluation	Progress Points	TOTAL PUPILS	ATTAINMENT																													
					Previous Year / Baseline												Autumn Term						Spring Term						Summer 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+	BE	OT	AT	AB	OT+	AT+						
Year 1	PP	22	Req Imp	2.82	26	22	29%	23%	55%	0%	77%	55%	23	35%	26%	39%	0%	65%	39%	25	32%	28%	40%	0%	68%	40%	26	35%	12%	54%	0%	65%	54%	
	NON PP	31	Good	2.87	33	31	19%	16%	65%	0%	81%	65%	32	22%	19%	59%	0%	78%	59%	32	22%	22%	56%	0%	78%	56%	33	24%	12%	64%	0%	76%	64%	
Year 2	PP	15	Good	2.87	20	15	0%	13%	87%	0%	100%	87%	17	0%	29%	71%	0%	100%	71%	20	5%	25%	65%	5%	95%	70%	20	5%	25%	50%	20%	95%	70%	
	NON PP	30	Req Imp	2.70	30	30	17%	3%	80%	0%	83%	80%	36	19%	8%	72%	0%	81%	72%	38	18%	5%	61%	16%	82%	76%	39	18%	10%	54%	18%	82%	72%	
Year 3	PP	18	Good	3.17	30	18	39%	11%	50%	0%	61%	50%	21	24%	14%	62%	0%	76%	62%	25	29%	12%	60%	0%	72%	60%	30	37%	10%	52%	0%	63%	53%	
	NON PP	23	Out	3.48	27	23	13%	17%	61%	9%	87%	70%	24	4%	8%	88%	0%	96%	88%	27	11%	4%	85%	0%	89%	85%	27	11%	15%	74%	0%	89%	74%	
Year 4	PP	26	Req Imp	2.85	31	26	25%	8%	58%	12%	77%	69%	25	24%	20%	52%	4%	76%	56%	27	22%	28%	52%	0%	78%	52%	31	29%	23%	48%	0%	71%	48%	
	NON PP	23	Req Imp	2.78	29	23	13%	17%	39%	30%	87%	70%	25	16%	16%	60%	18%	84%	68%	29	17%	28%	52%	3%	83%	55%	29	14%	17%	66%	3%	86%	69%	
Year 5	PP	18	Req Imp	2.78	20	18	6%	17%	61%	17%	94%	78%	19	11%	26%	58%	5%	89%	63%	19	11%	26%	58%	5%	89%	63%	20	20%	15%	60%	5%	80%	65%	
	NON PP	21	Good	3.00	26	21	14%	19%	43%	24%	86%	67%	23	17%	22%	48%	13%	83%	61%	25	12%	28%	48%	12%	88%	60%	26	19%	19%	54%	8%	81%	62%	
Year 6	PP	26	Req Imp	2.65	28	26	4%	23%	73%	0%	96%	73%	25	0%	36%	52%	12%	100%	64%	28	7%	39%	43%	11%	93%	54%	28	11%	36%	36%	18%	89%	54%	
	NON PP	23	Good	2.87	28	23	13%	26%	43%	17%	87%	61%	24	13%	21%	46%	21%	88%	67%	28	25%	18%	39%	18%	75%	57%	28	21%	7%	50%	21%	79%	71%	

SCIENCE	PPG PUPILS	Progress Evaluation	Progress Points	TOTAL PUPILS	ATTAINMENT																													
					Previous Year / Baseline												Autumn Term						Spring Term						Summer 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+	BE	OT	AT	AB	OT+	AT+						
Year 1	EAL	7	Out	4.00	10	7	43%	14%	43%	0%	57%	43%	8	13%	50%	38%	0%	88%	38%	9	0%	56%	44%	0%	100%	44%	10	10%	0%	90%	0%	90%	90%	
	NON EAL	46	Good	3.17	49	46	20%	11%	70%	0%	80%	70%	47	17%	21%	62%	0%	83%	62%	48	2%	31%	67%	0%	98%	67%	49	8%	16%	76%	0%	92%	76%	
Year 2	EAL	4	Out	3.50	9	4	25%	25%	50%	0%	75%	50%	8	13%	13%	75%	0%	88%	75%	8	0%	25%	75%	0%	100%	75%	9	0%	38%	67%	0%	100%	67%	
	NON EAL	40	Good	3.05	50	40	3%	15%	83%	0%	98%	83%	45	2%	4%	92%	0%	98%	92%	50	2%	0%	88%	0%	98%	98%	50	2%	4%	94%	0%	98%	94%	
Year 3	EAL	2	Out	7.00	9	2	50%	0%	50%	0%	50%	50%	5	0%	0%	80%	0%	80%	80%	6	17%	0%	83%	0%	83%	83%	9	44%	0%	56%	0%	56%	56%	
	NON EAL	39	Good	3.33	48	39	15%	15%																										

Statutory Outcomes

Reception Good Level of Development

The overall percentage for GLD was 59% for all pupils. The number of pupil premium children in Reception is 16. Out of the 16 children 11 achieved GLD. This means 69% of our pupil premium children achieved GLD compared to 53% of our non pupil premium children. This demonstrates that our pupil premium children achieve better outcomes at the end of Reception compared to their non pupil premium peers.

Year 1 Phonics Screening Check

The overall percentage for the PSC was 73% for all pupils. In Year 1 there are 25 pupil premium children. 18 of these children passed the PSC which is 72% (which is 2% higher than non pupil premium children who passed which was 70%). Of those 18 pupil premium children who passed the phonics screening, 11 of them were girls, meaning 91% of PP girls met standard.

Year 4 Multiplication Check

The overall percentage for the MTC was 50.8% for all pupils. In Year 4 there are 26 children who are pupil premium and 11 of those children passed the check (15 children in total achieved 24 or 25 marks). Meaning 42% of our pupil premium children achieved a pass mark compared which is slightly lower than the 50% of non pupil premium children who passed. However, the schools average score for pupil premium children is better than the TSDC average for all pupils.

Year 6 SATS

The reading, writing and maths combined percentage was 44% for all pupils. 40% of our pupil premium children achieved the standard for RWM, which is 10% below pupil premium national average. In reading 60% of our pupil premium children achieved the standard with 7% of those children achieving greater depth. In writing, 77% of pupil premium children achieved the standard, with 7% achieving greater depth. In maths, 60% of pupil premium achieved the standard, with 17% achieving greater depth which is in line with the pupil premium national average.

Attendance (Year 1 – Year 6)

The current disadvantaged attendance figure for the summer term is 91.5% which is a decrease in attendance since the spring term which was 92.5%.

In the summer term, pupil premium children have a higher attendance rate (91.5% compared to non pupil premium children (90.6%).

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					
* National: 2021/2022 is the most recent published whole academic year comparative data											
	Pupils	% attendance	% sessions missed	2021/22*	National %	Diff +/-	Pupils	% of cohort	2021/22*	National %	Diff +/-
School	399	91.0	9.0	6.3	6.3	-2.8	93	23.3	17.7	17.7	-5.6
Boys	207	91.7	8.3	6.4	6.4	-1.9	46	22.2	18.1	18.1	-4.2
Girls	192	90.2	9.8	6.2	6.2	-3.6	47	24.5	17.3	17.3	-7.2
Non Persistent Absentees	306	97.0	3.0	4.2	4.2	+1.2					
Persistent Absentees	93	69.4	30.6	16.3	16.3	-14.3					
Non Severe Absentees	377	93.8	6.2	-	-	-					
Severe Absentees	22	24.0	76.0	-	-	-					
Non Disadvantaged *	223	90.6	9.4	5.5	5.5	-4.0	48	21.5	12.7	12.7	-8.8
Disadvantaged *	176	91.5	8.5	8.4	8.4	-0.1	45	25.6	30.2	30.2	+4.6
Disadvantaged Boys	88	91.8	8.2	-	-	-	19	21.6	-	-	-
Disadvantaged Girls	88	91.2	8.8	-	-	-	26	29.5	-	-	-
Non FSM	223	90.6	9.4	5.5	5.5	-3.9	48	21.5	13.1	13.1	-8.4
FSM	176	91.5	8.5	8.5	8.5	-0.0	45	25.6	30.7	30.7	+5.1
No SEN	338	91.0	9.0	5.9	5.9	-3.1	81	24.0	15.6	15.6	-8.4
EHCP/SEN statement	11	83.0	17.0	9.7	9.7	-7.3	3	27.3	31.3	31.3	+4.1
SEN Support	50	92.3	7.7	8.0	8.0	+0.3	9	18.0	26.2	26.2	+8.2

In terms of persistent absence for disadvantaged pupils, this sits at 25.6% which is a slight decrease from last terms 25.9% and 4.6% lower than the pupil premium national average. The percentage of pupil premium persistent absentees is 4.1% higher than non pupil premium children.

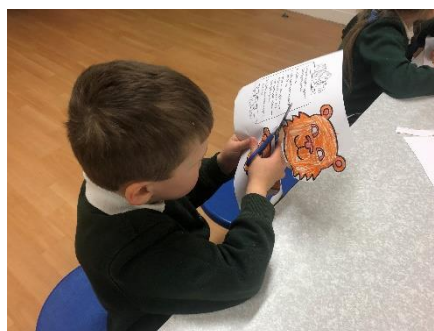
In order to support this further and make improvements to lower the persistent absence for PP children, our parent support liaison, works closely with these families to make sure we are supporting their attendance, through referrals to other SEN support agencies and meeting with parents. In addition to this, our senior leadership team take an active role in supporting families with poor attendance. The senior leadership team meet every three weeks to identify patterns and trends and invite families to meetings to offer further support in order to close the attendance gap.

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

Welfare Checks	1/5
Requests for Medical Evidence	2/9
Attendance Planning Meeting (with parents)	4/6
CME Referral	0/2
Fixed Penalty Warning (CAP referral)	0

Enrichment

Before and After School Provision



BREAKFAST CLUB	NUMBER OF ATTENDEES	NUMBER OF PP CHILDREN	% of BC who are PP
Summer	47	22	46%

AFTER SCHOOL CLUB	NUMBER OF ATTENDEES	NUMBER OF PP CHILDREN	% of ASC who are PP
Summer	49	19	39%

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 summer term, teachers and teaching assistants continued to run or support in clubs to help develop the children's interest in certain areas of the curriculum.

In the summer term the number of pupil premium children who attended our clubs was 50%. This is an increase of 10% from the spring term. This increase has been achieved through teachers offering invites to our most disadvantaged children. In most clubs over 40% of the children attending were pupil premium.

Club	Number of PP children attended	Percentage of PP children attended
Cooking	6/13	46%
Dance – Boys	7/13	54%
Energy	7/13	54%
Gardening	9/22	41%
Glee	4/10	40%
Gymnastics	8/23	35%
Dance	6/12	50%
Art	7/20	35%
Cooking	6/13	46%

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 7 of our pupils, 3 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 Summer 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 summer term, 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.

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.



We are committed to providing all children with a wider curriculum offer which includes learning outside of the classroom. Over the Summer term, children have had the opportunity to learn outdoors over the whole curriculum, including English and Maths.

Class 4 enjoyed learning about position and direction in an outdoor maths lesson.



KS1 enjoyed making natural artwork!



Class 5 enjoyed making greenhouses outside!



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.

In the Summer term, our Year 6 children have had the opportunity to enjoy a number of different activities.

Glass making



Locomotion



Pattern Making



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 Summer Term we have had the following themed days:

- Introduction to Resilience
- Growing Resilience through sport
- Growing resilience – being grateful
- Growing resilience through nature
- Water/River Safety
- Growing resilience through art
- Sun Safety Week
- GRT week
- World of Work
- Outdoor Classroom Week
- Celebrating Success

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.

- Judo – Year 2
- Quidditch – KS2



Trips

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

- Year 2 took part in Quad Kids
- Year 4 visited Hopetown
- Year 4 took part in Community Games
- Year 5 visited the Locomotion at Shildon
- Year 6 visited Flamingo Land.

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 Summer Term, the children enjoyed a pizza party, colour run and a trip to Flamingo Land.



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>Throughout the year, senior leaders alongside subject leaders have worked on creating clear long term plans including clear steps of progression. These plans have allowed teachers to understand prior learning in year groups that they may not have taught and how best to adapt their teaching to ensure all children make good progress.</p> <p>As a result of this, the gap between disadvantaged pupils and their non pupil premium peers is starting to close in most year groups, with our pupil premium children making good</p>

		<p>progress across most curriculum areas in most year groups.</p> <p>We are continuing to work with the Trust, in order to improve outcomes for our most disadvantaged children.</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 at the beginning of the Summer term with their phase leader. They set targets and organised intervention to support PP children to make good progress in the Summer Term. The data at the end of the summer term demonstrates that our disadvantaged children, in most Year groups and subjects, achieve the same level of progress than their non-disadvantaged peers.</p> <p>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 and this is evidenced on the clipboard system in place in each classroom.</p> <p>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. The evidence from this will be looked at in their appraisals in the Spring term of the next academic year.</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>Attendance has become a school priority and senior leaders work closely with our parent support advisor to monitor the attendance of our most disadvantaged children. These identified children are discussed at our weekly inclusion meetings. In addition to these inclusion meetings, senior leaders meet every three weeks to look at patterns and trends with attendance and determine next steps of support for these families</p>

		<p>The support we have offered our disadvantaged families has resulted in a decrease of persistently absent PP children. At the end of the Summer term, the percentage of disadvantaged children who were persistently absent was 25.6% which is 4.6% lower than the national average of 30.2%.</p> <p>This positive work will continue into the new academic year.</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>Throughout the year, staff have offered a wide range of enrichment opportunities in the form of after school clubs. At the end of the Summer term, 50% of the children attending these clubs were pupil premium children, which is a significant increase compared to previous terms.</p> <p>Clubs have been offered across a wide variety of interest areas including sport, outdoors and craft. The clubs are offered across many different year groups meaning, with the exception of Reception aged children, whose club offer begins in the summer term.</p>
<p>5) To continue to narrow the attainment gap in Early Years 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>The Summer data shows that our PP are outperforming our non PP children across reading, writing and maths.</p> <p>In maths 74% PP achieved standard compared to 50% on PP children.</p> <p>In writing 68% PP achieved standard compared to 46% on PP children.</p> <p>In reading 68% PP achieved standard compared to 39% on PP children.</p>