



**NORTHWOOD**  
PRIMARY SCHOOL

*...growing success*

**Pupil Premium Impact Report**

**2023 – 2024**



# Pupil Premium Impact Report

Northwood Primary School is a primary school in Darlington. The number of children identified as disadvantaged is above the national average of 23.8%. In September 2023, 41% of the pupils in the school fell under this classification and in some year groups is significantly higher than others.

| Detail   | Data                     |
|--|--------------------------|
| School name  | Northwood Primary School |
| Number of pupils in school (September 2023)  | 382                      |
| Proportion (%) of pupil premium eligible pupils  | 41%                      |
| Academic year/years that our current pupil premium strategy plan covers  | 2022-2025                |
| Date this statement was published  | October 2022             |
| Pupil premium funding allocation this academic year  | £233,290                 |
| Recovery premium funding allocation this academic year   | £24,940                  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)   | £0                       |
| Total budget for this academic year<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £258,230                 |

The transient nature of the admissions to Northwood Primary School affects the context of the school. In 2023-2024, the transience over the academic year has been:

|                                    | Nurser<br>y | Recep<br>tion | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
|------------------------------------|-------------|---------------|----|----|----|----|----|----|-------|
| New Pupils 2022-2023               | 4           | 11            | 5  | 14 | 16 | 14 | 8  | 9  | 81    |
| New Pupil Premium Pupils 2022-2023 | 2           | 2             | 2  | 4  | 9  | 3  | 1  | 3  | 27    |
| Leavers 2022-2023                  | 2           | 6             | 6  | 4  | 3  | 10 | 5  | 7  | 54    |
| Pupil Premium Leavers 2022-2023    | 1           | 2             | 3  | 2  |    | 2  | 1  | 2  | 12    |

## Objectives for Disadvantaged Pupils 2022-2025

| Intended outcome  | Success criteria   |
|---|--|
| 1) Ensure teachers have a full understanding of curriculum progress.  | 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.                      |
| 2) Continue to improve quality first teaching.  | Teaching over time, including adaptive teaching, demonstrates children's progress improves as a result.  |
| 3) Disadvantaged pupils attend school regularly and punctually.   | The number of persistently absent PP children decreases, in line with national average.  |
| 4) Enable all children to have access to enrichment opportunities in and beyond school which generate high aspirations from an early age. | All children will have access to enrichment opportunities in and beyond school which generate high aspirations from an early age.<br>Registers show what they are there for (talent, interest or invite.)<br>Attendance at clubs will be tracked and PPG children will attend. |
| 5) To narrow the attainment gap from Early Years in order to ensure an equity in outcomes.  | Evidence will show the narrowing of gap between disadvantaged pupils and their non-disadvantaged peers across all subjects.  |

| Intended outcome   | Success criteria  |
|--|---|
| 1) Ensure teachers have a full understanding of curriculum progress. | 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. |

| Year Group | Attainment - Summer Outcomes 2024<br>% of PP pupils on track or better |        |         |        |       |        |
|------------|--|--------|---------|--------|-------|--------|
|            | Reading  |        | Writing |        | Maths |        |
|            | PP   | Non PP | PP      | Non PP | PP    | Non PP |
| Year 1     | 54%  | 52%    | 43%     | 39%    | 54%   | 64%    |
| Year 2     | 65%  | 64%    | 55%     | 59%    | 70%   | 73%    |
| Year 3     | 40%  | 74%    | 30%     | 59%    | 53%   | 74%    |
| Year 4     | 35%  | 55%    | 32%     | 45%    | 48%   | 69%    |
| Year 5     | 55%  | 69%    | 40%     | 54%    | 65%   | 62%    |
| Year 6     | 75%  | 68%    | 79%     | 64%    | 54%   | 71%    |

| Year Group | Attainment % gap between PP and non-PP |         |       |           |         |       |
|------------|--|---------|-------|-----------|---------|-------|
|            | 2022-2023                              |         |       | 2023-2024 |         |       |
|            | Reading                                | Writing | Maths | Reading   | Writing | Maths |
| Year 1     | +19%                                   | +16%    | +19%  | +2%       | +4%     | -10%  |
| Year 2     | 16%                                    | 11%     | 20%   | +1%       | -4%     | -3%   |
| Year 3     | +5%                                    | +2%     | 7%    | -34%      | -29%    | -21%  |
| Year 4     | +1%                                    | 10%     | +7%   | -20%      | -13%    | -21%  |
| Year 5     | +5%                                    | +2%     | 1%    | -14%      | -14%    | +3%   |
| Year 6     | +15%                                   | +5%     | +20%  | +7%       | +15%    | -17%  |

| Year Group | % gap Summer 24 data and Summer 23 data (year group linked) |         |       |
|------------|---|---------|-------|
|            | Reading   | Writing | Maths |
| Year 1     | +17%  | +12%    | +29%  |
| Year 2     | -15%  | -7%     | -17%  |
| Year 3     | +29%  | +27%    | +14%  |
| Year 4     | +19%  | +3%     | +14%  |
| Year 5     | +9%   | +12%    | -4%   |
| Year 6     | +8%   | -10%    | +37%  |

- + indicates gap has increased
- - indicates gap has decreased
- Green highlight indicates the cap is closing
- Yellow highlight indicates the gap has increased by 5% or less (in year transience potential impact)
- Red highlight indicates the gap has increased by more than 5%

In Year 2, we have successfully closed the gap throughout this academic year for our most disadvantaged children.

Across all of KS2 and Year 1, the gap between disadvantaged children and their non-disadvantaged peers has increased in reading, writing and maths. In order to improve outcomes for our disadvantaged children, subject leads alongside senior leaders are working to develop the curriculum content and delivery. This has been supported by strategic leads throughout the trust, including the maths and English leads. Multiple staff training sessions and team meetings have been dedicated to developing staff confidence in promoting outcomes for all children through adaptive teaching. Careful consideration has been given to the transient nature of the pupil population.

# Priority 2 Evidence of Impact

| Intended outcome                               | Success criteria  |
|--|---|
| 2) Continue to improve quality first teaching. | Teaching over time, including adaptive teaching, demonstrates children's progress improves as a result. |

| READING |        | PROG PUPILS | Progress Evaluation | Progress Points |
|---------|--------|-------------|---------------------|-----------------|
| Year 1  | PP     | 22          | Good                | 2.86            |
|         | NON PP | 31          | Req Imp             | 2.74            |
| Year 2  | PP     | 15          | Good                | 3.00            |
|         | NON PP | 30          | Good                | 2.87            |
| Year 3  | PP     | 18          | Good                | 3.28            |
|         | NON PP | 23          | Good                | 3.30            |
| Year 4  | PP     | 26          | Good                | 2.88            |
|         | NON PP | 22          | Req Imp             | 2.68            |
| Year 5  | PP     | 18          | Req Imp             | 2.83            |
|         | NON PP | 21          | Good                | 3.14            |
| Year 6  | PP     | 26          | Good                | 3.00            |
|         | NON PP | 23          | Good                | 2.96            |

| WRITING |        | PROG PUPILS | Progress Evaluation | Progress Points |
|---------|--------|-------------|---------------------|-----------------|
| Year 1  | PP     | 22          | Inad                | 2.50            |
|         | NON PP | 31          | Req Imp             | 2.65            |
| Year 2  | PP     | 15          | Good                | 2.93            |
|         | NON PP | 30          | Req Imp             | 2.67            |
| Year 3  | PP     | 18          | Good                | 3.39            |
|         | NON PP | 23          | Good                | 3.00            |
| Year 4  | PP     | 26          | Req Imp             | 2.81            |
|         | NON PP | 22          | Req Imp             | 2.64            |
| Year 5  | PP     | 18          | Good                | 3.06            |
|         | NON PP | 21          | Good                | 3.24            |
| Year 6  | PP     | 26          | Good                | 3.00            |
|         | NON PP | 23          | Good                | 3.00            |

| MATHS  |        | PROG PUPILS | Progress Evaluation | Progress Points |
|--------|--------|-------------|---------------------|-----------------|
| Year 1 | PP     | 22          | Req Imp             | 2.82            |
|        | NON PP | 31          | Good                | 2.87            |
| Year 2 | PP     | 15          | Good                | 2.87            |
|        | NON PP | 30          | Req Imp             | 2.70            |
| Year 3 | PP     | 18          | Good                | 3.17            |
|        | NON PP | 23          | Out                 | 3.48            |
| Year 4 | PP     | 26          | Req Imp             | 2.85            |
|        | NON PP | 23          | Req Imp             | 2.78            |
| Year 5 | PP     | 18          | Req Imp             | 2.78            |
|        | NON PP | 21          | Good                | 3.00            |
| Year 6 | PP     | 26          | Req Imp             | 2.65            |
|        | NON PP | 23          | Good                | 2.87            |

| Year Group | Progress gap between PP and non-PP Summer 2024 |         |       |
|------------|--|---------|-------|
|            | Reading  | Writing | Maths |
| Year 1     | +0.12  | -0.15   | -0.05 |
| Year 2     | +0.13  | +0.26   | +0.17 |
| Year 3     | -0.02  | +0.39   | -0.31 |
| Year 4     | +0.20  | +0.17   | +0.07 |
| Year 5     | -0.31  | -0.18   | -0.22 |
| Year 6     | +0.04  | 0       | -0.22 |

- + indicates PP outperforming non-PP
- - indicates non-PP outperforming PP
- Green highlight indicates PP outperforming non-PP
- Yellow highlight indicates the gap between progress is smaller than 0.2 (in year transience potential impact)
- Red highlight indicates non-PP outperforming PP

This data shows that on the whole, although there may have been variation in the attainment of PP children, the quality of teaching enabled gaps to be closed and for children to progress closer to their age related expectations. In Year 2 and Year 4 our disadvantaged children out perform our non-disadvantaged children.

In the last academic year 2022-23, Year 2 were a key priority as the gap between PP and non PP children was increasing due to these children having other vulnerabilities (SEN needs, attendance and LAC or social care involvement). The data shows that this cohort, now Year 3, have started to close the gap particularly in reading and writing, where the PP children are very similar or making more steps of progress compared to non PP children. This is a result of an adaptive curriculum alongside targeted intervention to help those children identified when they were in Year 2 to close the gap.

The data shows that our PP children are not making similar or better progress in maths in most Year groups, despite the work that has been implemented this year by the maths subject lead. The teaching of maths is a key priority for the school from the Autumn term and senior leaders are working alongside the trust strategic maths lead, to improve our maths curriculum and delivery in order to support all children.

# Priority 3 Evidence of Impact

| Intended outcome  | Success criteria  |
|---|---|
| 3) Disadvantaged pupils attend school regularly and punctually. | The number of persistently absent PP children decreases, in line with national average. |

## Absence

Click to include/exclude Reception pupils  Include  Exclude

| % of sessions missed  |        |              |                   |                     |          |
|---|--------|--------------|-------------------|---------------------|----------|
| * National: 2021/2022 is the most recent published whole academic year comparative data |        |              |                   |                     |          |
|   | Pupils | % attendance | % sessions missed | 2021/22* National % | Diff +/- |
| School  | 430    | 91.7         | 8.3               | 6.3                 | -2.0     |
| Boys  | 226    | 92.1         | 7.9               | 6.4                 | -1.6     |
| Girls   | 204    | 91.4         | 8.6               | 6.2                 | -2.5     |
| Non Persistent Absentees  | 308    | 96.5         | 3.5               | 4.2                 | +0.7     |
| Persistent Absentees  | 122    | 78.2         | 21.8              | 16.3                | -5.6     |
| Non Severe Absentees  | 420    | 92.7         | 7.3               | -                   | -        |
| Severe Absentees  | 10     | 30.6         | 69.4              | -                   | -        |
| Non Disadvantaged *   | 247    | 92.0         | 8.0               | 5.5                 | -2.5     |
| Disadvantaged *   | 183    | 91.4         | 8.6               | 8.4                 | -0.2     |
| Disadvantaged Boys  | 91     | 91.2         | 8.8               | -                   | -        |
| Disadvantaged Girls   | 92     | 91.5         | 8.5               | -                   | -        |
| Non FSM   | 247    | 92.0         | 8.0               | 5.5                 | -2.5     |
| FSM   | 183    | 91.4         | 8.6               | 8.5                 | -0.1     |
| No SEN  | 364    | 91.8         | 8.2               | 5.9                 | -2.3     |
| EHCP/SEN statement  | 12     | 86.7         | 13.3              | 9.7                 | -3.6     |
| SEN Support   | 54     | 92.2         | 7.8               | 8.0                 | +0.1     |

## Persistent Absence

| % of pupils absent for 10% or more sessions |             |                     |          |
|---|-------------|---------------------|----------|
| Pupils                                      | % of cohort | 2021/22* National % | Diff +/- |
| 122   | 28.4        | 17.7                | -10.7    |
| 64  | 28.3        | 18.1                | -10.3    |
| 58  | 28.4        | 17.3                | -11.1    |
|   |             |                     |          |
|   |             |                     |          |
|   |             |                     |          |
|   |             |                     |          |
| 68  | 27.5        | 12.7                | -14.8    |
| 54  | 29.5        | 30.2                | +0.7     |
| 26  | 28.6        | -                   | -        |
| 28  | 30.4        | -                   | -        |
| 68  | 27.5        | 13.1                | -14.4    |
| 54  | 29.5        | 30.7                | +1.1     |
| 103   | 28.3        | 15.6                | -12.7    |
| 4   | 33.3        | 31.3                | -2.0     |
| 15  | 27.8        | 26.2                | -1.6     |

In terms of persistent absence for disadvantaged pupils, this sits at 29.5% which is a decrease of 0.7% compared to the national average of PP persistent absence.

The percentage of pupil premium persistent absentees is 2% higher than non-pupil premium children.

In order 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. 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.

## Priority 4 Evidence of Impact

| Intended outcome  | Success criteria   |
|---|--|
| 4) Enable all children to have access to enrichment opportunities in and beyond school which generate high aspirations from an early age. | All children will have access to enrichment opportunities in and beyond school which generate high aspirations from an early age.<br>Registers show what they are there for (talent, interest or invite.)<br>Attendance at clubs will be tracked and PPG children will attend. |

### Before and After School Provision

This year we have continued our partnership with Greggs for our breakfast provisions. Greggs work with local businesses to sponsor our Breakfast Club. We have continued to offer all children (and their families) toast on their way into school too. This ensures that all children are able to have a something to eat and are ready to start their learning as soon as they enter school. We have also been able to use the Greggs 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.

| Term   | Number of children who attend Breakfast Club | Number of PP children | % of PP children | Number of children who attend After School Club | Number of PP children | % of PP children |
|--------|--|-----------------------|------------------|---|-----------------------|------------------|
| Autumn | 45   | 22                    | 48%              | 45  | 16                    | 35%              |
| Spring | 40   | 13                    | 32.5%            | 20  | 10                    | 50%              |
| Summer | 47   | 22                    | 46%              | 49  | 19                    | 39%              |

We maintained the price of our before and after school provision to ensure they are accessible to all families if they are needed.

The data evidences that at least a third of children accessing out of hours provision are disadvantaged. This means that Pupil Premium children are getting an 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. Because our provision runs on a booking system the figures above are the total number of children who accessed on any given day that term. To track this in more detail we are devising a system next year which will track frequency as well to give a more accurate snapshot of how regularly this provision is being used by PP and non PP pupils.

### Extra-Curricular Clubs

#### Autumn

| Club           | Number of PP children attended | Percentage of PP children attended |
|----------------|--------------------------------|------------------------------------|
| French         | 3/6                            | 50%                                |
| Art            | 7/20                           | 35%                                |
| Dodgeball      | 5/16                           | 31%                                |
| Dance          | 10/16                          | 63%                                |
| Cooking        | 8/16                           | 50%                                |
| Football       | 5/17                           | 29%                                |
| Festive Crafts | 5/15                           | 33%                                |

### Spring

| <b>Club</b>  | <b>Number of PP children attended</b> | <b>Percentage of PP children attended</b> |
|--------------|---------------------------------------|---|
| 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%                                       |

### Summer

| <b>Club</b>  | <b>Number of PP children attended</b> | <b>Percentage of PP children attended</b> |
|--------------|---------------------------------------|---|
| 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%                                       |

A range of after school clubs have taken place throughout this academic year to enable our children to develop a range of skills and explore a range of different interests. The high engagement of PP children indicates school is providing clubs which match the interests of those children and provides them with high quality extra-curricular opportunities.

## Priority 5 Evidence of Impact

| Intended outcome   | Success criteria  |
|--|---|
| 5) To narrow the attainment gap from Early Years in order to ensure an equity in outcomes. | Evidence will show the narrowing of gap between disadvantaged pupils and their non-disadvantaged peers across all subjects. |

### Early Years Outcomes

| Attainment - Pupil Groups | MAT 11. NUMBER |       |      |          |     |     |     |       |    |
|---------------------------|----------------|-------|------|----------|-----|-----|-----|-------|----|
|                           | Total Assess   | BELOW |      | ON TRACK |     | AT  |     | ABOVE |    |
|                           |                | No.   | %    | No.      | %   | No. | %   | No.   | %  |
| <b>RECEPTION SUMMER</b>   |                |       |      |          |     |     |     |       |    |
| 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% |

| Attainment - Pupil Groups | LIT 10. WRITING |       |      |          |    |     |     |       |    |
|---------------------------|-----------------|-------|------|----------|----|-----|-----|-------|----|
|                           | Total Assess    | BELOW |      | ON TRACK |    | AT  |     | ABOVE |    |
|                           |                 | No.   | %    | No.      | %  | No. | %   | No.   | %  |
| <b>RECEPTION SUMMER</b>   |                 |       |      |          |    |     |     |       |    |
| 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 | LIT 9. WORD READING |       |      |          |     |     |     |       |     |
|---------------------------|---------------------|-------|------|----------|-----|-----|-----|-------|-----|
|                           | Total Assess        | BELOW |      | ON TRACK |     | AT  |     | ABOVE |     |
|                           |                     | No.   | %    | No.      | %   | No. | %   | No.   | %   |
| <b>RECEPTION SUMMER</b>   |                     |       |      |          |     |     |     |       |     |
| 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%  |



# Statutory Data – Priority 1, 2 and 5 Evidence of Impact

The data above shows that at the end of Reception, our PP are outperforming our non PP children across reading, writing and maths.

In maths, there was a 24% difference between PP and Non PP children achieving the expected standard. In writing, this was 22% and in reading 29%. This is largely due to a robust and explicit curriculum that is taught throughout the Early Years.

Staff in early years have received training to deliver specific targeted interventions such as Early Talk Boost, which have had a positive effect for our disadvantaged children to make sure they are making more than expected progress.

At the end of the last academic year a priority was to revise the clipboard system for Reception and Nursery. This was implemented at the start of this academic year and has had a significant impact in the early identification of any gaps and allows staff to close the gaps immediately.

## Year 1 Phonics Screening 2023

The overall percentage for the PSC was 73% for all pupils.

In Year 1 69% of our PP children passed the phonics screening check.

Of those 69% pupil premium children who passed the phonics screening, 11 of them were girls, meaning 91% of PP girls met standard.

In Year 2 5 PP had to retake the phonics screening check. 80% of these children passed the screening check in Year 2. This is a result of a carefully delivered Little Wandle intervention as well as quality first teaching.

| LINGFIELD Northwood Primary | 2022 |            | 2023 |             | 2024 |            | 3YR Avg. |            |
|-----------------------------|------|------------|------|-------------|------|------------|----------|------------|
|                             | No.  | %          | No.  | %           | No.  | %          | No.      | %          |
| <b>All Pupils</b>           | 49   | <b>71%</b> | 49   | <b>73%</b>  | 59   | <b>73%</b> | 157      | <b>73%</b> |
| <b>Boys</b>                 | 23   | <b>65%</b> | 28   | <b>79%</b>  | 33   | <b>70%</b> | 84       | <b>71%</b> |
| <b>Girls</b>                | 26   | <b>77%</b> | 21   | <b>67%</b>  | 26   | <b>77%</b> | 73       | <b>74%</b> |
| <b>Pupil Premium</b>        | 20   | <b>60%</b> | 13   | <b>77%</b>  | 26   | <b>69%</b> | 59       | <b>68%</b> |
| <b>Other</b>                | 29   | <b>79%</b> | 36   | <b>72%</b>  | 33   | <b>76%</b> | 98       | <b>76%</b> |
| <b>SEN</b>                  | 7    | <b>57%</b> | 7    | <b>43%</b>  | 14   | <b>64%</b> | 28       | <b>57%</b> |
| <b>Non SEN</b>              | 42   | <b>74%</b> | 42   | <b>79%</b>  | 45   | <b>76%</b> | 129      | <b>76%</b> |
| <b>PP &amp; SEN</b>         | 4    | <b>50%</b> | 2    | <b>50%</b>  | 5    | <b>40%</b> | 11       | <b>45%</b> |
| <b>EAL</b>                  | 2    | <b>50%</b> | 3    | <b>100%</b> | 10   | <b>80%</b> | 15       | <b>80%</b> |
| <b>Non EAL</b>              | 47   | <b>72%</b> | 46   | <b>72%</b>  | 49   | <b>71%</b> | 142      | <b>72%</b> |

## Y4 Multiplication Times Tables Check

The overall percentage of PP children who passed the MTC is 43.3% which is a 6.5% increase compared to last academic year.

There is an increase in the average score for disadvantaged children with the data suggesting ours have outperformed in comparison to other TSDC disadvantaged pupils, however there is still an attainment gap between our disadvantaged pupils and their non-disadvantaged peers both within school and in comparison to TSDC averages, although this is only a slight gap.

| Average Score<br>(out of 25)       | School |      |      |      |      |      |     |      | National          |      |      |      | TSDC              |      |      |      |
|------------------------------------|--------|------|------|------|------|------|-----|------|-------------------|------|------|------|-------------------|------|------|------|
|                                    | 2022   |      | 2023 |      | 2024 |      | 3YR |      | 2022              | 2023 | 2024 | 3YR  | 2022              | 2023 | 2024 | 3YR  |
| <b>LINGFIELD Northwood Primary</b> | Pup    | Avg. | Pup  | Avg. | Pup  | Avg. | Pup | Avg. | Average MTC Score |      |      |      | Average MTC Score |      |      |      |
| <b>All Pupils</b>                  | 55     | 18.9 | 42   | 21.2 | 55   | 22.8 | 152 | 21.0 | 19.8              | 20.2 |      | 20.0 | 19.6              | 20.5 | 21.2 | 20.4 |
| <b>Boys</b>                        | 27     | 20.0 | 21   | 22.4 | 24   | 22.8 | 72  | 21.6 | 20.0              | 20.4 |      | 20.2 | 19.8              | 20.7 | 21.3 | 20.6 |
| <b>Girls</b>                       | 28     | 17.9 | 21   | 20.0 | 31   | 22.8 | 80  | 20.4 | 19.6              | 19.9 |      | 19.8 | 19.3              | 20.3 | 21.0 | 20.2 |
| <b>Disadvantaged</b>               | 27     | 18.9 | 19   | 19.9 | 27   | 22.3 | 73  | 20.4 | 17.9              | 18.3 |      | 18.1 | 18.2              | 19.0 | 20.0 | 19.0 |
| <b>Other</b>                       | 28     | 19.0 | 23   | 22.3 | 28   | 23.4 | 79  | 21.5 | 20.5              | 20.9 |      | 20.7 | 20.5              | 21.4 | 21.9 | 21.3 |
| <b>SEN</b>                         | 5      | 11.6 | 6    | 17.0 | 6    | 19.0 | 17  | 16.1 | 15.4              | 15.9 |      | 15.7 | 15.0              | 16.1 | 17.1 | 16.0 |
| <b>Non SEN</b>                     | 50     | 19.6 | 36   | 21.9 | 49   | 23.3 | 135 | 21.6 | 20.7              | 21.1 |      | 20.9 | 20.7              | 21.5 | 22.2 | 21.4 |
| <b>EAL</b>                         | 7      | 20.0 | 6    | 24.5 | 9    | 23.7 | 22  | 22.7 | 19.4              | 19.9 |      | 19.7 | 20.8              | 21.2 | 22.1 | 21.3 |
| <b>Non EAL</b>                     | 48     | 18.8 | 36   | 20.7 | 46   | 22.7 | 130 | 20.7 | 21.2              | 21.4 |      | 21.3 | 19.5              | 20.4 | 21.1 | 20.3 |

| 'Standard of interest'<br>(full marks % 25/25) | School |       |      |       |      |       |     |       | National     |      |      |     | TSDC         |      |      |     |
|--|--------|-------|------|-------|------|-------|-----|-------|--------------|------|------|-----|--------------|------|------|-----|
|  | 2022   |       | 2023 |       | 2024 |       | 3YR |       | 2022         | 2023 | 2024 | 3YR | 2022         | 2023 | 2024 | 3YR |
| <b>LINGFIELD Northwood Primary</b>             | Pup    | %     | Pup  | %     | Pup  | %     | Pup | %     | % full marks |      |      |     | % full marks |      |      |     |
| <b>All Pupils</b>                              | 56     | 17.9% | 44   | 47.7% | 59   | 50.8% | 159 | 38.4% | 27%          | 29%  |      | 28% | 26%          | 33%  | 40%  | 33% |
| <b>Boys</b>                                    | 27     | 33.3% | 22   | 54.5% | 25   | 60.0% | 74  | 48.6% | 28%          | 31%  |      | 30% | 28%          | 35%  | 43%  | 35% |
| <b>Girls</b>                                   | 29     | 3.4%  | 22   | 40.9% | 34   | 44.1% | 85  | 29.4% | 25%          | 28%  |      | 27% | 24%          | 31%  | 38%  | 31% |
| <b>Disadvantaged</b>                           | 27     | 14.8% | 19   | 36.8% | 30   | 43.3% | 76  | 31.6% | 18%          | 21%  |      | 20% | 19%          | 24%  | 34%  | 26% |
| <b>Other</b>                                   | 29     | 20.7% | 25   | 56.0% | 29   | 58.6% | 83  | 44.6% | 30%          | 33%  |      | 32% | 30%          | 38%  | 45%  | 38% |
| <b>SEN</b>                                     | 5      | 0.0%  | 6    | 33.3% | 6    | 33.3% | 17  | 23.5% | 10%          | 12%  |      | 11% | 9%           | 14%  | 19%  | 14% |
| <b>Non SEN</b>                                 | 51     | 19.6% | 38   | 50.0% | 53   | 52.8% | 142 | 40.1% | 30%          | 34%  |      | 32% | 30%          | 37%  | 46%  | 38% |
| <b>EAL</b>                                     | 7      | 57.1% | 7    | 57.1% | 10   | 70.0% | 24  | 62.5% | 36%          | 38%  |      | 37% | 37%          | 42%  | 52%  | 44% |
| <b>Non EAL</b>                                 | 49     | 12.2% | 37   | 45.9% | 49   | 46.9% | 135 | 34.1% | 24%          | 27%  |      | 26% | 25%          | 32%  | 40%  | 32% |

Key Stage Two Statutory Outcomes – Expected Standard

| PERFORMANCE DATA<br>Expected Standard     |                      | 2022 |       |       | 2023 |       |       | 2024 |       |       | 3yr Avg. |       |       |
|---|----------------------|------|-------|-------|------|-------|-------|------|-------|-------|----------|-------|-------|
|   |                      | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys     | Girls | Total |
| No. of pupils                             |                      | 22   | 21    | 43    | 31   | 19    | 50    | 30   | 27    | 57    | 83       | 67    | 150   |
| School                                    | <b>Pupil Premium</b> | 17   | 6     | 23    | 17   | 15    | 32    | 13   | 17    | 30    | 47       | 38    | 85    |
| Pupil Premium pupils characteristics:     | SEN                  | 8    | 2     | 10    | 7    | 1     | 8     | 2    | 2     | 4     | 17       | 5     | 22    |
|   | EAL                  | 1    | 1     | 2     | 2    | 1     | 3     | 2    | 2     | 4     | 5        | 4     | 9     |
|   | LAC                  | 0    | 0     | 0     | 0    | 0     | 0     | 0    | 2     | 2     | 0        | 2     | 2     |
| GPS*<br>TEST                              | School PP            | 65%  | 83%   | 70%   | 59%  | 100%  | 78%   | 62%  | 71%   | 67%   | 62%      | 84%   | 72%   |
|   | National NonPP       | 74%  | 82%   | 78%   | 74%  | 82%   | 78%   |      |       |       | 74%      | 82%   | 78%   |
|   | National All         | 68%  | 77%   | 72%   | 68%  | 77%   | 72%   |      |       |       | 68%      | 77%   | 72%   |
|   | National PP          | 53%  | 64%   | 59%   | 54%  | 64%   | 59%   |      |       |       | 54%      | 64%   | 59%   |
| READ<br>TEST                              | School PP            | 65%  | 67%   | 65%   | 71%  | 100%  | 84%   | 46%  | 71%   | 60%   | 62%      | 82%   | 71%   |
|   | National NonPP       | 75%  | 85%   | 80%   | 76%  | 81%   | 78%   |      |       |       | 76%      | 83%   | 79%   |
|   | National All         | 70%  | 80%   | 75%   | 70%  | 76%   | 73%   |      |       |       | 70%      | 78%   | 74%   |
|   | National PP          | 56%  | 69%   | 62%   | 57%  | 63%   | 60%   |      |       |       | 57%      | 66%   | 61%   |
| MATHS<br>TEST                             | School PP            | 59%  | 83%   | 65%   | 82%  | 93%   | 88%   | 77%  | 47%   | 60%   | 72%      | 71%   | 72%   |
|   | National NonPP       | 79%  | 77%   | 78%   | 80%  | 79%   | 79%   |      |       |       | 80%      | 78%   | 79%   |
|   | National All         | 72%  | 71%   | 71%   | 73%  | 72%   | 73%   |      |       |       | 73%      | 72%   | 72%   |
|   | National PP          | 57%  | 55%   | 56%   | 59%  | 58%   | 59%   |      |       |       | 58%      | 57%   | 58%   |
| WRIT<br>TA                                | School PP            | 41%  | 50%   | 43%   | 59%  | 93%   | 75%   | 69%  | 82%   | 77%   | 55%      | 82%   | 67%   |
|   | National NonPP       | 69%  | 82%   | 75%   | 71%  | 83%   | 77%   |      |       |       | 70%      | 83%   | 76%   |
|   | National All         | 63%  | 76%   | 69%   | 65%  | 78%   | 71%   |      |       |       | 64%      | 77%   | 70%   |
|   | National PP          | 48%  | 63%   | 55%   | 51%  | 66%   | 58%   |      |       |       | 50%      | 65%   | 57%   |
| RWM**<br>TEST (Read / Maths)<br>TA (Writ) | School PP            | 35%  | 33%   | 35%   | 53%  | 87%   | 69%   | 46%  | 35%   | 40%   | 45%      | 55%   | 49%   |
|   | National NonPP       | 61%  | 70%   | 66%   | 63%  | 70%   | 66%   |      |       |       | 62%      | 70%   | 66%   |
|   | National All         | 55%  | 63%   | 59%   | 56%  | 63%   | 59%   |      |       |       | 56%      | 63%   | 59%   |
|   | National PP          | 39%  | 47%   | 43%   | 41%  | 47%   | 44%   |      |       |       | 40%      | 47%   | 44%   |

The data shows that for reading, writing and maths combined, 40% of pupil premium children reached the expected standard. This is a decrease of 29% compared to last year and is 4% away from last years (2023) national PP average.

In GPS, 67% of PP children achieved the expected standard, which is above the national PP score for 2023. In reading 60% PP achieved standard, which is the same as national average for PP children last year. In maths, 60% PP children achieved standard which is 1% higher than national average PP last year.

In writing 77% of PP children achieved standard, which is 19% higher than the national average for PP children last year.

## Key Stage Two Statutory Outcomes – Higher Standard

### Pupil Premium Analysis (vs TSDC)



Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

| PERFORMANCE DATA<br>Expected Standard        |               | 2022 |       |       | 2023 |       |       | 2024 |       |       | 3yr Avg. |       |       |
|--|---------------|------|-------|-------|------|-------|-------|------|-------|-------|----------|-------|-------|
|  |               | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys     | Girls | Total |
| No. of pupils                                |               | 22   | 21    | 43    | 31   | 19    | 50    | 30   | 27    | 57    | 83       | 67    | 150   |
| School                                       | Pupil Premium | 17   | 6     | 23    | 17   | 15    | 32    | 13   | 17    | 30    | 47       | 38    | 85    |
| Pupil Premium pupils characteristics:        | SEN           | 8    | 2     | 10    | 7    | 1     | 8     | 2    | 2     | 4     | 17       | 5     | 22    |
|  | EAL           | 1    | 1     | 2     | 2    | 1     | 3     | 2    | 2     | 4     | 5        | 4     | 9     |
|  | LAC           | 0    | 0     | 0     | 0    | 0     | 0     | 0    | 2     | 2     | 0        | 2     | 2     |
| GPS*<br>TEST                                 | School PP     | 65%  | 83%   | 70%   | 59%  | 100%  | 78%   | 62%  | 71%   | 67%   | 62%      | 84%   | 72%   |
|  | TSDC NonPP    | 77%  | 84%   | 81%   | 78%  | 83%   | 81%   | 77%  | 83%   | 80%   | 78%      | 83%   | 80%   |
|  | TSDC All      | 69%  | 76%   | 72%   | 71%  | 77%   | 74%   | 69%  | 76%   | 72%   | 69%      | 77%   | 73%   |
|  | TSDC PP       | 55%  | 65%   | 60%   | 58%  | 68%   | 63%   | 57%  | 65%   | 61%   | 57%      | 66%   | 61%   |
| READ<br>TEST                                 | School PP     | 65%  | 67%   | 65%   | 71%  | 100%  | 84%   | 46%  | 71%   | 60%   | 62%      | 82%   | 71%   |
|  | TSDC NonPP    | 79%  | 87%   | 83%   | 79%  | 84%   | 81%   | 80%  | 84%   | 82%   | 79%      | 85%   | 82%   |
|  | TSDC All      | 72%  | 80%   | 76%   | 72%  | 77%   | 75%   | 72%  | 79%   | 75%   | 72%      | 79%   | 75%   |
|  | TSDC PP       | 60%  | 71%   | 65%   | 62%  | 66%   | 64%   | 61%  | 70%   | 65%   | 61%      | 69%   | 65%   |
| MATHS<br>TEST                                | School PP     | 59%  | 83%   | 65%   | 82%  | 93%   | 88%   | 77%  | 47%   | 60%   | 72%      | 71%   | 72%   |
|  | TSDC NonPP    | 81%  | 79%   | 80%   | 83%  | 80%   | 82%   | 84%  | 81%   | 82%   | 83%      | 80%   | 82%   |
|  | TSDC All      | 74%  | 72%   | 73%   | 77%  | 74%   | 75%   | 76%  | 74%   | 75%   | 75%      | 73%   | 74%   |
|  | TSDC PP       | 61%  | 60%   | 60%   | 66%  | 63%   | 64%   | 64%  | 62%   | 63%   | 64%      | 61%   | 63%   |
| WRIT<br>TA                                   | School PP     | 41%  | 50%   | 43%   | 59%  | 93%   | 75%   | 69%  | 82%   | 77%   | 55%      | 82%   | 67%   |
|  | TSDC NonPP    | 74%  | 85%   | 79%   | 76%  | 86%   | 81%   | 77%  | 88%   | 82%   | 76%      | 86%   | 81%   |
|  | TSDC All      | 65%  | 78%   | 71%   | 70%  | 80%   | 75%   | 69%  | 81%   | 75%   | 68%      | 80%   | 74%   |
|  | TSDC PP       | 51%  | 67%   | 59%   | 58%  | 71%   | 65%   | 57%  | 71%   | 64%   | 55%      | 70%   | 62%   |
| RWM**<br>TEST (Read<br>/ Maths)<br>TA (Writ) | School PP     | 35%  | 33%   | 35%   | 53%  | 87%   | 69%   | 46%  | 35%   | 40%   | 45%      | 55%   | 49%   |
|  | TSDC NonPP    | 66%  | 73%   | 69%   | 67%  | 73%   | 70%   | 69%  | 74%   | 72%   | 67%      | 73%   | 70%   |
|  | TSDC All      | 56%  | 65%   | 60%   | 59%  | 64%   | 62%   | 60%  | 66%   | 63%   | 58%      | 65%   | 62%   |
|  | TSDC PP       | 41%  | 52%   | 46%   | 46%  | 51%   | 49%   | 46%  | 53%   | 50%   | 44%      | 52%   | 48%   |

The data indicates that for combined reading, writing and maths, our school disadvantaged children did not outperform their non-disadvantaged peers. Only 40% of our PP children achieved the higher standard which is 10% lower than the TSDC PP average of 50%.

In the GPS test, 67% of our PP children achieved a higher standard, which is 6% higher than the TSDC PP. In writing, 77% achieved a higher standard which is 13% higher than TSDC PP.

