



# Northwood Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment and wellbeing of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

| School name                                                                                                      | Northwood Primary School                   |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| Number of pupils in school                                                                                       | 393 (137 are PP, 37 of which are also SEN) |
| Proportion (%) of pupil premium eligible pupils                                                                  | 34%                                        |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ). | 2022-2025                                  |
| Date this statement was published                                                                                | October 2022                               |
| Date this statement was last reviewed                                                                            | October 2024                               |
| Date on which it will be reviewed                                                                                | Termly                                     |
| Statement authorised by                                                                                          | Mrs Zoe Beach                              |
| Pupil premium lead                                                                                               | Mrs J Negus                                |
| Governor / Trustee lead                                                                                          | Mrs H Douglas                              |

## Funding overview

| Pupil premium funding allocation this academic year 24-25                                                                                                                         | £230,620 |
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| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                            | £0       |
| <b>Total budget for this academic year 24-25</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £230,620 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our motto in school is 'Growing Success' and, with a higher than National Average percentage of disadvantaged pupils, we live this out every day in school in everything we do – pastorally and academically. All children in our school will have the opportunity to reach their full potential and have access to the experiences other children receive – irrespective of their background or need. The focus for our Pupil Premium Strategy is to ensure our children are in school - regularly and on time – and ready to learn. Through fostering the child as a whole, we ensure every child has the opportunity to achieve and flourish academically while experiencing a fulfilling childhood. We ensure, through quality first teaching and targeted interventions, all pupils are given the best chance to be successful. Our intent is rooted in guidance and research, and we know that to achieve the outcomes our children deserve, high quality first teaching is central to what we do, supported by other academic enhancements such as targeted interventions and access to tutoring.

Our overall aim for our disadvantaged pupils:

- A higher proportion of both EY and KS1 disadvantaged pupils achieve expected outcomes and reach their full potential.
- Key Stage 2 disadvantaged pupils reach their full potential in preparation for secondary school – being secondary ready.
- Children with multiple vulnerabilities show improved rates of progress.
- Data analysis for all year groups on a termly basis identifies any PP children falling behind and interventions in place, this is reported through termly Pupil Premium impact reports.
- To allow children a holistic well rounded curriculum offer that provides them with opportunities to raise aspirations and develop self-assurance.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                      |
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| 1                | The changes to the delivery of the curriculum now focus on the progression of basic skills in English and Maths being embedded throughout the school. The transient nature of the school's pupil community has led to adaptations needing to be made to ensure all children leave the school literate and numerate in English and Maths. |

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| 2 | 37/66 (56%) of SEND children are also Pupil Premium. As a result of new children arriving at different times throughout the school year there are a number of disadvantaged pupils with unmet and unidentified SEN needs.                                                              |
| 3 | Assessments carried out in Early Years are significantly lower than what would be regarded as typical for many children of a similar age.                                                                                                                                              |
| 4 | The transient school population also causes a challenge to ensure that new children are inducted effectively into the school and are ready to learn.                                                                                                                                   |
| 5 | Disadvantaged pupil attendance for 2023-2024 academic year was 91.39%. Persistently absent PPG children in 2023-2024 academic year was 28%, however true PAs were 17.5%.<br>Children absent in the Early Years continues to be a school challenge, particularly Nursery aged children. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome                                                                                                                       | Success criteria                                                                                                                                                                                                                                                               |
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| Ensure teachers have a full understanding of curriculum progress.                                                                      | Teachers understand what the children have 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.                           |
| Continue to improve quality first teaching.                                                                                            | Teaching over time, including adaptive teaching, demonstrates children's progress improves as a result.                                                                                                                                                                        |
| Disadvantaged pupils attend school regularly and punctually.                                                                           | The number of persistently absent PP children decreases, in line with national average.                                                                                                                                                                                        |
| 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. |
| 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.                                                                                                                                                    |

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

| Activity                                                                                                                          | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Challenge number(s) addressed |
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| Continue developing a whole school early reading strategy, rooted in a consistent synthetic phonics programme right from Nursery. | <p>The EEF states that 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Working closely with Trust English lead from a phonic champion school to develop a whole school catch up reading curriculum for disadvantaged children new to the country (the school has an increasing percentage of children who have English as an additional language)</p>                                                                                                                                                                                                                                                                             | 1,2, 5                        |
| High quality and regular CPD for all teaching staff, including a focus on support staff, based on research informed practice.     | <p>NFER – quality interventions support progress and attainment.</p> <p>Dfe – Teacher recruitment and retention strategy.</p> <p>Maximising the impact of Teaching Assistants. NFER research – effective ways to support disadvantaged pupils to achieve.</p> <p>TAs – a guide to good practice (Oxford Primary)</p> <p>Making the best use of Teaching Assistants – EEF</p> <p><a href="https://educationendowmentfoundation.org.uk">Educationendowmentfoundation.org.uk</a></p> <p>The EEF states that when 'teachers and TAs work together effectively, leading to increases in attainment' 'Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.'</p> <p>CPD delivered by key experts in school and across the Trust</p> <p>National College courses available to all staff.</p> | 1,2, 5                        |
| Regular monitoring of the effective                                                                                               | <p>NFER – quality interventions support progress and attainment.</p> <p>Dfe – Teacher recruitment and retention strategy.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1, 2, 3, 5                    |

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| use of support staff in providing additional and high quality intervention (wave 2 and 3) that enables disadvantaged pupils, and any pupil at risk of falling behind, to keep up and catch up. | <p>Maximising the impact of Teaching Assistants. NFER research – effective ways to support disadvantaged pupils to achieve.</p> <p>TAs – a guide to good practice (Oxford Primary)</p> <p>Making the best use of Teaching Assistants – EEF</p> <p><a href="https://educationendowmentfoundation.org.uk">Educationendowmentfoundation.org.uk</a></p> <p>The EEF states that when ‘teachers and TAs work together effectively, leading to increases in attainment’ ‘Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.’</p> <p>CPD delivered by key experts in school and across the Trust</p> <p>National College courses available to all staff.</p> |         |
| Monitoring schedule, including a focus on the provision for pupil premium children, to ensure equity of offer.                                                                                 | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>In Professor Rob Coe’s Great Teacher Toolkit he states that ‘Raising the quality of teaching within schools is likely the single most effective method we have for improving student attainment and equity.’</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1,2,3,4 |
| Considerations to the curriculum carefully planned to prioritise the most important concepts that need teaching at specific points in the academic year.                                       | <p><a href="https://educationendowmentfoundation.org.uk/early-years/">Early Years   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The EEF states that ‘School closures are likely to reverse progress made to close the gap in the last decade since 2011. Sustained support will be needed to help disadvantaged pupils catch up.’ The findings suggest that primary-age pupils have significantly lower achievement in both reading and maths as a likely result of missed learning. In addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils.</p>                                                                                                                                                                                                                                                                               | 1,2,5   |
| Regular and high quality CPD provided to all staff in Early Years is embedded in order to maximise outcomes for pupils, including                                                              | <p>EEF report states that ‘on average, early years’ interventions have an impact of five additional months progress and appear to be particularly beneficial for children from low income families.’</p> <p>The EEF evidence shows that where targeted support and intervention is given, gains are higher.</p> <p>NFER – quality interventions support progress and attainment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1,2,5   |

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| disadvantaged pupils.                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |
| To use the ELKLAN principles throughout the curriculum to develop communication and oracy skills.                                                      | <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment</p>                                                                                                                                                                                                           | 1,2,5 |
| Development of the outdoor provision to support the development of physical skills that will ultimately support the development of early basic skills. | <p>The EEF States that 'evidence suggests that the impact is greater for more vulnerable students and older learners and those in a 'wilderness' setting.' and 'studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.'</p> <p><a href="#">The benefits of outdoor learning in the early years   National Literacy Trust</a></p> | 1,2,5 |

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

| Activity                                                                                                                                                     | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Challenge number(s) addressed |
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| Considerations to the curriculum are carefully planned to prioritise the most important concepts that need teaching at specific points in the academic year. | <p>The EEF evidence shows that where targeted support and intervention is given, gains are higher.</p> <p>NFER – quality interventions support progress and attainment.</p> <p>The EEF states that 'School closures are likely to reverse progress made to close the gap in the last decade since 2011. Sustained support will be needed to help disadvantaged pupils catch up.' The findings suggest that primary-age pupils have significantly lower achievement in both reading and maths as a likely result of missed learning. In addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils.</p> | 1,2,3,5                       |
| The key stage 2 reading strategy to                                                                                                                          | DfE reading framework.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 1,2,3,5                       |

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| better equip the children with the essential skills required to be an effective reader.                                                                                                                                            | <p>EEF based on extensive evidence that reading comprehension strategies can improve progress.</p> <p>DfE – Unlocking Talent, Fulfilling Potential.</p> <p>Oxford University Press – why closing the word gap matters.</p> <p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p> <p>Review and refresh the school's reading for pleasure strategy.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |
| Regular monitoring of the effective use of support staff in providing additional and high quality intervention (wave 2 and 3) that enables disadvantaged pupils, and any pupil at risk of falling behind, to keep up and catch up. | <p>NFER – quality interventions support progress and attainment.</p> <p>Dfe – Teacher recruitment and retention strategy.</p> <p>Maximising the impact of Teaching Assistants. NFER research – effective ways to support disadvantaged pupils to achieve.</p> <p>TAs – a guide to good practice (Oxford Primary)</p> <p>Making the best use of Teaching Assistants – EEF <a href="http://Educationendowmentfoundation.org.uk">Educationendowmentfoundation.org.uk</a></p> <p>The EEF states that when 'teachers and TAs work together effectively, leading to increases in attainment' 'Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.'</p> <p>CPD delivered by key experts in school and across the Trust</p> <p>National College courses available to all staff.</p> | 1, 2, 3, 5 |
| To provide high quality music tuition.                                                                                                                                                                                             | <p>The EEF states that 'Overall, the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.'</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 4          |

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Attendance checks and support weekly from family liaison/attendance officer.                                                                                                                                                                                                                                                                                             | Our use of this approach in the previous academic year led to an improvement in persistent absence and overall attendance.<br><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance</a>                                                                                            | 3         |
| Targeted social and emotional support – including pastoral support, ELSA therapy sessions, nurture groups and school counsellor.                                                                                                                                                                                                                                         | Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>                                                                                                       | 3         |
| Priority for and subsidised access to extended school clubs: PP pupils given priority places and receive 1 free place at a club of their choice per half term.<br><br>Adventurous and outdoor learning:<br>Wild Things forest schools after school club – priority free places to PPG children<br>Residential week for Year 6 pupils. Pupils on PP receive a free place. | Limited experiences to draw upon to help develop their understanding of text types in reading. Outdoor learning is rated highly in the EEF Teaching and Learning Toolkit (+4 months) Evidence is moderately strong.<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> | 4         |
| Teachers create a safe learning environment which is conducive to learning and motivates vulnerable pupils to achieve well.                                                                                                                                                                                                                                              | Recent research by the University of Salford shows that well-designed classrooms can increase learning progress in reading, writing and maths by 16%.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1,2,3,4,5 |

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| <p>To review the attendance strategy to ensure that disadvantaged children attend school punctually and regularly.</p>                                  | <p><a href="https://school-attendance.org.uk">Raising Parental Engagement to Support Improved Attendance - Latest News - WPA Education Welfare Service (school-attendance.org.uk)</a></p> <p>DfE 'Working Together to Improve School Attendance.' September 2024.</p> <p>The DfE's report 'The Link between absence and attainment at KS2 and KS4' recognises the more lessons a child misses their attainment starts to decline. NFER stat 'one of the successful strategies that is most effective is where schools have strong process around collecting and analysing attendance data, this allows them to respond quickly.'</p> <p>Training with the School Data Company to use the data to promote improved outcomes.</p> | <p>3</p> |
| <p>Daily monitoring of whole school attendance by all Senior Leaders, with a particular focus on disadvantaged to target those persistently absent.</p> | <p><a href="https://school-attendance.org.uk">Raising Parental Engagement to Support Improved Attendance - Latest News - WPA Education Welfare Service (school-attendance.org.uk)</a></p> <p>DfE 'Working Together to Improve School Attendance.' September 2024.</p> <p>The DfE's report 'The Link between absence and attainment at KS2 and KS4' recognises the more lessons a child misses their attainment starts to decline. NFER stat 'one of the successful strategies that is most effective is where schools have strong process around collecting and analysing attendance data, this allows them to respond quickly.'</p> <p>Training with the School Data Company to use the data to promote improved outcomes.</p> | <p>3</p> |
| <p>Weekly inclusion meetings with Senior leaders, with a focus on attendance and punctuality.</p>                                                       | <p><a href="https://school-attendance.org.uk">Raising Parental Engagement to Support Improved Attendance - Latest News - WPA Education Welfare Service (school-attendance.org.uk)</a></p> <p>DfE 'Working Together to Improve School Attendance.' September 2024.</p> <p>The DfE's report 'The Link between absence and attainment at KS2 and KS4' recognises the more lessons a child misses their attainment starts to decline. NFER stat 'one of the successful strategies that is most effective is where schools have strong process around collecting and analysing attendance data, this allows them to respond quickly.'</p> <p>Training with the School Data Company to use the data to promote improved outcomes.</p> | <p>3</p> |
| <p>To train the Parent Support Advisor in effective strategies to monitor attendance information and develop</p>                                        | <p><a href="https://school-attendance.org.uk">Raising Parental Engagement to Support Improved Attendance - Latest News - WPA Education Welfare Service (school-attendance.org.uk)</a></p> <p>DfE 'Working Together to Improve School Attendance.' September 2024.</p> <p>The DfE's report 'The Link between absence and attainment at KS2 and KS4' recognises the more lessons a child misses their attainment starts to decline. NFER stat 'one of</p>                                                                                                                                                                                                                                                                         | <p>3</p> |

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| relationships and communication with parents and families.                                                                                                                               | <p>the successful strategies that is most effective is where schools have strong process around collecting and analysing attendance data, this allows them to respond quickly.'</p> <p>Training with the School Data Company to use the data to promote improved outcomes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                   |      |
| Regular communication with all parents with a focus on Early Years parents to ensure children are attending school regularly and are getting into good habits with regards to education. | <p><a href="#">Raising Parental Engagement to Support Improved Attendance - Latest News - WPA Education Welfare Service (school-attendance.org.uk)</a></p> <p>DfE 'Working Together to Improve School Attendance.' September 2024.</p> <p>The DfE's report 'The Link between absence and attainment at KS2 and KS4' recognises the more lessons a child misses their attainment starts to decline. NFER stat 'one of the successful strategies that is most effective is where schools have strong process around collecting and analysing attendance data, this allows them to respond quickly.'</p> <p>Training with the School Data Company to use the data to promote improved outcomes.</p> | 3, 5 |
| Provide places for wrap around care through Breakfast Club and After School Club.                                                                                                        | <p>NFER – briefing for school leaders.</p> <p><a href="#">5 Benefits to our Breakfast Club! - School Of Play</a></p> <p><a href="#">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Ofsted's inspection framework emphasises the importance of personal development and extending the curriculum beyond academic achievement. Research by the Education Endowment Foundation has also found a link between enrichment and higher attainment in reading and maths.</p>                                                                                                                                                                                               | 3    |
| To provide quality out of hours provision and clubs which further enhance and support pupil premium children's learning and development.                                                 | <p>NFER – briefing for school leaders.</p> <p><a href="#">5 Benefits to our Breakfast Club! - School Of Play</a></p> <p><a href="#">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Ofsted's inspection framework emphasises the importance of personal development and extending the curriculum beyond academic achievement. Research by the Education Endowment Foundation has also found a link between enrichment and higher attainment in reading and maths.</p>                                                                                                                                                                                               | 3    |
| Subsidies for enrichment opportunities, including out of school visits and visitors to the school site so that disadvantaged pupils have the opportunity to experience                   | <p><a href="#">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Ofsted's inspection framework emphasises the importance of personal development and extending the curriculum beyond academic achievement. Research by the Education Endowment Foundation has also found a link between enrichment and higher attainment in reading and maths.</p>                                                                                                                                                                                                                                                                                                               | 4    |

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| cultural and educational opportunities alongside their peers. |  |  |
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**Total budgeted cost:** £266,230

## Part B: Review of outcomes in previous academic year

### Pupil premium strategy outcomes 2024-25

| Intended outcome                                                  | Success criteria                                                                                                                                                                                                                                                                                       | Review                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Ensure teachers have a full understanding of curriculum progress. | <ul style="list-style-type: none"> <li>Teachers understand what the children have 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.</li> </ul> | <ul style="list-style-type: none"> <li>The senior leaders at Northwood have dedicated staff meetings and PD days towards the professional development of all teaching staff.</li> <li>The Lingfield Trust have supported the school helping to coach and train teaching staff on how best to teach reading, writing in maths so they understand curriculum progress.</li> <li>The SENCO has spent time working with individual teaching staff to support with adaptive teaching methods to ensure better outcomes for our PP children.</li> </ul> |
| Continue to improve quality first teaching.                       | <ul style="list-style-type: none"> <li>Teaching over time, including adaptive teaching, demonstrates children's progress improves as a result.</li> </ul>                                                                                                                                              | <ul style="list-style-type: none"> <li>Northwood have used resources from the Trust to develop expertise in the teaching of maths, writing and reading.</li> <li>Senior leaders and subject leads have worked alongside Peter Foulds, Victoria Pattern and Rebecca Lennon from Lingfield Trust to develop a</li> </ul>                                                                                                                                                                                                                            |

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|                                                                                                                     |                                                                                                                                                                                                                                                                                                                                     | <p>robust curriculum offer which will provide better outcomes for all our children, particularly those who are Pupil Premium.</p> <ul style="list-style-type: none"> <li>Time has been spent this year on developing curriculum and coaching teacher's on how to deliver this new way of working so therefore the children's progress is yet to be monitored. This will be a key focus in 2025-26.</li> </ul>                                                                                                                                                                                                                                                                                                                                         |
| Disadvantaged pupils attend school regularly and punctually.                                                        | <ul style="list-style-type: none"> <li>The number of persistently absent PP children decreases, in line with national average.</li> </ul>                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>There were 48 PP children who were identified as persistent absentees throughout the year.</li> <li>The parent support advisor worked very closely with these families to offer support and improve attendance.</li> <li>Senior leaders worked closely with staff to ensure they were supporting children and families identified as persistent absentees.</li> <li>A persistent absentee champion was also identified in the school and they supported staff in encouraging reengagement with identified children and families.</li> <li>At the end of the percentage of pupil premium children who were deemed as persistent absentees was 24.5% this is 1.4% below the national average of 25.9%</li> </ul> |
| Enable all children to have access to enrichment opportunities in and beyond school which generate high aspirations | <ul style="list-style-type: none"> <li>All children will have access to enrichment opportunities in and beyond school which generate high aspirations from an early age. Registers show what they are there for (talent, interest or invite.)</li> <li>Attendance at clubs will be tracked and PPG children will attend.</li> </ul> | <ul style="list-style-type: none"> <li>Throughout the year class teachers have prioritised running a wealth of extra curricular clubs.</li> <li>Children who are PP are identified and invited to attend clubs to help generate high aspirations.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| from an early age.                                                                      |                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Clubs include, cooking, clay sculpting, stay and play, gymnastics, singing and art.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| To narrow the attainment gap from Early Years in order to ensure an equity in outcomes. | <ul style="list-style-type: none"> <li>Evidence will show the narrowing of gap between disadvantaged pupils and their non-disadvantaged peers across all subjects.</li> </ul> | <ul style="list-style-type: none"> <li>The end of year attainment at key points in the year shows that our PP children are still at a disadvantage compared to their Non PP peers.</li> <li>The end of year GLD date shows a 2% increase from 59% last year to 61%.</li> <li>53% of Pupil Premium children achieved GLD compared to 66% of their non PP peers.</li> <li>The SATs data shows that PP children achieved lower in RWM combined (42.9%) compared to their non PP peers (53.3%)</li> <li>In the MTC check PP children had an average score of 23.3 which was the same as their non PP peers, however only 36.7% of PP children reached full marks which is lower than the non PP children.</li> <li>In phonics 57% of PP children passed the PSC this is lower than the 70% national PP data.</li> </ul> |