



PUPIL PREMIUM 2016 - 2017

Overview:

Since April 2012, schools have received funding to raise the educational attainment and improve the outcomes of disadvantaged and service pupils known as Pupil Premium. The Pupil Premium Grant per pupil for 2016 to 2017 is as follows:

Pupils in year groups, reception to year 6 recorded as Ever 6 FSM.	£1,320
Looked after children (LAC) defined in the Children Act 1989 as one who is care of, or provided with accommodation by, an English local authority.	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order or a residence order.	£1,900
Pupils in year groups, reception to year 6 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence.	£300

Pupils eligible for this funding are identified in these ways:

EVER 6 – this refers to pupils who may have been eligible for free school meals (FSM) in the last 6 years.

Ever 4 – this refers to a pupil who is a child of a member of Service Personnel in the last 4 years.

CiC – this refers to a pupil who may have been in care for a minimum of 6 months.

Total Number of Children on roll	188		
Total Amount of PPG Received	£43,560	Date of most recent PP review. (internal)	March 2017
Total Number of Children Eligible	33	Date for next internal review of this strategy.	July 2017

As a school, Northwood has identified some key principles which we believe will maximise the impact of our Pupil Premium grant.

The Whole Child:

We have a culture where staff believe in all children and make no excuses for underperformance. We have a focus on all members of the school community developing a growth mind-set and building resilience. We use our highly skilled ELSA (emotional literacy) trained staff to build self-esteem and confidence.

Use of Data:

We hold regular pupil progress meetings where all staff are involved in the analysis of data. We use data to highlight gaps in children' learning and plan how to close these gaps. We also use whole school data to determine strengths of the teaching and learning and areas requiring improvement.

Identification of Pupils:

All teaching and support staff are made aware of whom the pupil premium children are and staff plan for them based on a rigorous survey of their needs.

Barriers to future attainment for pupils eligible for PP.	
In-school barriers (issues to be addressed in school)	
1. Reading attainment – key stage 2	
2. Writing attainment – key stage 2	
3. Maths attainment – key stage 2	
4. Progress in all subjects – key stage 1	
External barriers	
Attendance - Spring term 2017 whole school - 95.73%	Pupil Premium children – 94.35%
Aspirations of some pupils are low.	

Desired Outcomes	Success Criteria
<p><u>Reading Attainment – Key stage 2.</u> Progress for disadvantaged pupils was -1.1. The national progress for this group of children was -0.72. 2 children from this group met the expected standard. If 2 more had achieved this (2 did score 98 and received TA of Expected), the results would have been in line with national outcomes. Additionally, school outcomes for pupils in this group reaching the higher standard were better than national outcomes. 50% (4 of 8) PP children were ARE at end of key stage 2. This needs to improve for 2016 – 17 to 75%. A focus on improving outcomes for lower attaining readers would have the greatest impact on diminishing the difference. QLA form Raise Oct 2016 shows the most significant area for improvement would be in retrieving information from the text. A focus on comprehension skills is needed. We need to increase the frequency and accuracy through out the year of the lower attaining pupil premium children.</p>	<p>Pupil premium children should increase the frequency of reading and undertaking comprehension activities. Teacher assessment progress over 2016/17 should be greater than in 2015/16. Attainment in key stage 2 tests should improve to at least 75% of pupil premium being ARE.</p>
<p><u>Writing attainment - Key stage 2.</u> Progress for disadvantaged children (8 pupils) was -0.57 whereas nationally this was -0.26. 4 out of our 8 disadvantaged pupils reached the expected standard. Had 1 more of the disadvantaged pupils reached this standard, the outcomes would have been more in line with national for this group.</p>	<p>Teacher assessment progress over 2016/17 should be greater than in 2015/16. Attainment in key stage 2 tests should improve to at least 75% of pupil premium being ARE.</p>

<p>Spelling and handwriting are the biggest barriers to writing attainment for pupil premium children.</p> <p>WRITING: QLA from Raise shows spelling as the area in which we need to improve performance against the national outcomes. Our desired outcome is an improvement in writing outcomes, especially for previously lower attaining children. These will be measured by comparing analysis of progress scores in 2016-17 for pupils with similar starting points in the previous year. Measured outcomes will include quantitative test scores, raw and standardised scores, both in regular tests against NC words and higher frequency spellings, as well as how these are applied into pieces of writing.</p> <p>50% (4 of 8) PP children were ARE at end of key stage 2 in spelling and grammar and writing. This needs to improve for 2016 – 17 to 75%.</p>	<p>The English subject lead will audit spelling provision and develop a new system of teaching and assessment that will enable attainment to rise and progress to accelerate.</p>
<p><u>Maths Attainment – Key Stage 2</u></p> <p>Progress for disadvantaged pupils was -1.64. Of these 8 pupils (7 boys), 3 met the expected standard. 2 of them were SEN support. 1 had prior attainment around 5.7 points KS1. 2 children scored 97 or 99. The 3 children from this group joined the school during KS2. For the remaining 5 disadvantaged pupils, the progress score would have been in line with that for all pupils, and better than that for disadvantaged pupils nationally (0).</p> <p>CPD will be provided in school, specifically in maths but also in a mastery questioning approach. There will be a change in the nature of intervention and pupil progress meetings. Booster classes will focus and prioritise the needs of pupil premium children. Revision Guides will be purchased for all Pupil Premium children free of charge. Whole school approaches will focus (See maths action plan) on concrete/pictorial/abstract models and approaches, the importance of questioning and chains of questions, prioritising the Key Instant Recall Facts and encouraging pupils to monitor (graph) their progress in arithmetic tests. Reward schemes (cinema tickets, priority queuing etc. will be introduced for improvement in these areas). Desired outcomes are an improvement in these key areas of the subject, measured through teacher assessment throughout the year, arithmetic tests, and Sats test results focusing on these question areas.</p>	<p>Attainment for pupil premium children was higher at 63% in maths, but this needs to rise to at least 75%.</p> <p>Lesson observations and work scrutiny will show that GD children are being challenged and mastery is being embedded across the school.</p>

<p><u>Progress in all subjects - Key Stage 1</u></p> <p>Internal data analysis shows that the progress is slower across years 1 and 2 in reading, writing and maths. Analysis of the children shows that this can be attributed to low self-esteem and a fear of making mistakes.</p> <p>We need to really focus the growth mind-set work on Reception and key stage 1 to develop their resilience. This is also attributed to a lack of parental support, particularly with reading and other home learning. A programme of parental support will be run by The Crossley Company, focussing on supporting children's mental health and learning.</p>	<p>Over 50% of pupil premium children in key stage 1 and early years will make satisfactory or better progress.</p> <p>Parents will engage with family support programme.</p>
<p><u>Attendance of pupil premium children</u> <u>SDP</u></p> <p>To identify ways of improving attendance, working with the EWO by communication and information sharing with parents.</p> <p>Attendance for pupil premium needs to be in line with national average by end of summer term 2017.</p>	<p>Reduction of absence during winter months.</p> <p>Attendance to consistently meet NA month by month.</p> <p>Decrease in number of students below 90%.</p> <p>Increase in SAM referrals to EW service.</p>

Planned Expenditure for 2016/17 – £43,560

The three headings in the table below enable school to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

1. Quality of teaching for all

Desired outcome	Chosen action/approach	Evidence for this approach	Implementation	Staff lead	Review	Cost
Mastery approach to maths, spelling and reading.	Mastery learning Meta cognition	Teacher Toolkit EEF Mastery learning +5 months impact Meta cognition +8 Months	Whole school planning and approach. White Rose and Rising Stars assessments. Staff training in Mastery approaches. Clear approach to objectives, planning & feedback.. Continued monitoring and staff training & support.	AS SB SH	Half termly assessments Pupil progress meetings Work scrutiny Pupil interviews	Classroom, intervention - £18,888 Leadership and administration costs - £2,178

2. Targeted Support

Desired outcome	Chosen action/approach	Evidence for this approach	Implementation	Staff Lead	Review	Cost
Improvements in reading/writing and maths attainment.	Mentoring 1-1 tuition Booster groups (after school) based on teacher assessment and feedback.	Although the EEF toolkit shows that mentoring is likely to have only a small impact on attainment, it provides our pupils with a reliable and consistent forum to develop and practise their spoken language and verbal interaction. In a school with a low PP proportion, it also allows us to monitor the effectiveness of our inclusion measures. EEF toolkit shows feedback regarding testing, results and the effects of actions, effort & activity.	Pupils PP allocated across school and staff met together to consider the aims, benefits, structure of sessions and to discuss the pupils as individuals. The sessions have a clear learning / practice base, and the staff delivering it are already school staff. EEF Toolkit says “particularly beneficial when tuition is delivered by experienced and well trained TAs.”	AS SH	Half termly assessments Pupil progress meetings Work scrutiny Pupil interviews	Y6 Intervention groups - £1,452 Staff training ELKLAN and Mastery maths - £450 & £160 SENCO and SEND admin release time to plan interventions and assess needs - £1,733 & £1,490 1-1 for year 2 PP child - £6,200 IT resources; Minecraft and Mathletics - £952 & £461

3. Other Approaches

Desired outcome	Chosen action/approach	Evidence for this approach	Implementation	Staff Lead	Review	Cost
Improved participation in the wider life of the school, leading to improvements in attendance.	Sports participation Arts participation Forest Schools Trips Music tuition	EEF Toolkit shows sports/arts participation as, although having a relatively low attainment impact overall, possibly increasing attendance, retention and a wide range of effects. Impact on younger children in arts has a greater impact on learning, and older pupils more to become re-engaged with school. Personal teacher discussions around relevant resources (books) supplement this and received positive feedback in previous years.	In depth discussions with PP Champion and class teachers to ensure offers are made personally, taken up, cost reductions applied and relevant beneficial resources purchased. Discussions with parents to obtain feedback on success/value and monitoring of participation. Pupil feedback also obtained through mentoring programme for all PP children from Years 1-6.	AS SH	Half termly assessments Pupil progress meetings Work scrutiny Pupil interviews	Pony Club - £1,100 Skateboarding - £840 EWO service - £450 ELSA - £1,025 Breakfast and after school club - £300 Year 6 SATS breakfast club - £150 Trips - £500 Forest school - £700 Music tuition - £250

