



PUPIL PREMIUM 2019/20

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 2019 to 2020 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.	£2,300
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.	£2,300
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	201		
Total Amount of PPG Received	£47,520	Date of most recent PP review. (internal)	July 2019
Total Number of Children Eligible	29 (15%)	Date for next internal review of this strategy.	March 2020

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. We have members of staff who are Attachment trained and Mental Health First Aid trained. We work closely and supportively with vulnerable families.

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. Maths Attainment – key stage 2
2. Phonic attainment – Key stage 1
3. Attendance
External barriers
Attendance
Aspirations of some pupils/parents are low.

Desired Outcomes	Success Criteria
<p><u>Maths Attainment – End of Key Stage 2</u> Mathematics QLA from internal work by maths leader; shows that several key areas of maths need extra input. See Maths Action Plan 2019/20</p> <p>To raise attainment by continuing to develop the teaching of reasoning and problem solving.</p> <ul style="list-style-type: none"> • Deliver training on types of reasoning activities. (Autumn) • Reintroduce the resource bank of reasoning activities, including White Rose, NCTEM, Nrich, Classroom Secrets and others. • Support identified staff members on use of reasoning. • Focus on developing problem solving opportunities that cover more than one area of the maths curriculum (See analysis of SATs 2019) <p>To develop use of AFL and, in particular, diagnostic questions to establish ‘starting points’</p> <ul style="list-style-type: none"> • Deliver training on use of diagnostic questions to assess starting points before planning maths units. (Spring) 	<p>Year 6: Maths</p> <ul style="list-style-type: none"> • 79% of children attain ARE + in Key Stage 2 SATs • 20% of children attain Greater Depth in Key Stage 2 SATs <p>PP children: 6/30 PP children = 20%</p> <ul style="list-style-type: none"> • 83% PP children ARE • 17% GD

<p>To raise attainment by developing the use of spaced retrieval practice and interleaving.</p> <ul style="list-style-type: none"> • Deliver training on using opportunities for retrieval practice (Autumn 1) • Focus on developing cohesion in retrieval practice from one year group to the next as well as in own year group. • Retrieval practice to include all curriculum areas (not just Number) <p>To develop teaching and learning of Fractions/Decimals/Percentages.</p> <ul style="list-style-type: none"> • Deliver staff training (Spr 1 and 2) focusing on teaching and Learning in FDP. • Establish greater consistency and progression in use of concrete and visual representations, key vocabulary and stem sentences and procedures. <p>To raise attainment in the end of key stage 2 SATs.</p> <ul style="list-style-type: none"> • Audit and analyse attainment in 2019 SATs • Use SGA from year 5 assessments to identify specific areas to target and specific children to focus on with intervention. • Specialist teacher to take responsibility for teaching year 6. • Liaise with DL (NCTM Hub leader). Visit. • Intervention sessions for identified children (extra LSA in year 6) 8:30 Breakfast group and after school group. <p>All year groups to plan and assess from White Rose maths scheme. Maths leader – SLE – to work with all staff, including support staff and ITT students. Maths leader to teach maths for all year 5 and year 6 children.</p> <p>Revision Guides will be purchased for all Pupil Premium children free of charge.</p>	
<p><u>Phonic attainment Key Stage 1</u> 3/26 children in year 1 are PP = 23%. 67% of these need to pass the phonic screening test at the end of the year. Booster groups/mock assessments/AFL/home learning</p>	<p>67% PP children will pass phonic screening test.</p>

<p>ITT students to take daily booster groups in Spring Term. Year 1 teacher undertaking LA Phonics project.</p>	
<p><u>Progress in all subjects - Year 4 focus</u></p> <p>9/26 children in year 4 are PP</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. Last year this cohort was focus and this needs to continue into year 4 and beyond.</p>	<p>Over 70% of pupil premium children in year 4 will make satisfactory or better progress.</p> <p>55% of year 4 PP children will be ARE in reading, writing, maths.</p>
<p><u>Attendance of pupil premium children</u> <u>SDP</u></p> <p>To identify ways of improving attendance – training staff in house and improving communication with parents.</p> <p>Attendance for pupil premium needs to be in line with national average by end of summer term 2019.</p>	<p>Reduction of absence during winter months.</p> <p>Decrease in number of students below 90%.</p> <p>Increase in SAM meetings held in school.</p>

Planned Expenditure for 2019/20– £43,985

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.

Desired outcome	Chosen action/approach	Evidence for this approach	Implementation	Staff lead	Review	Cost
Improvements in PP outcomes in key stage 2 maths	Mastery learning Meta cognition AFL Cognitive Overload Theory	Teacher Toolkit EEF Meta cognition +8 Months	Whole school planning and approach. Rising Stars assessments.. Clear approach to objectives, planning & feedback. Continued monitoring and staff training & support. Cross school and cluster moderation of writing.	AS JB SH	Half termly assessments Pupil progress meetings Work scrutiny Pupil interviews	Classroom, intervention - £16800 Leadership and administration costs - £2,250 Y6 Intervention groups - £1,500 HIAS maths project - £600 Release time for SLE /JB/SH- £1800

Desired outcome	Chosen action/approach	Evidence for this approach	Implementation	Staff Lead	Review	Cost
Improvements in phonic attainment in year 1 and year 2.	Mentoring 1-1 Tuition AFL	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.”	DB RB SH	Half termly assessments Pupil progress meetings Work scrutiny Pupil interviews	SENCO, Deputy Head and Subject Lead release time to plan interventions and assess needs – 1 x 6 pm per person each half term - £1800 HIAS phonics project – release time - £1500 TA phonic group x 1 hr every morning - £2600 TA phonic group x 1 hr every morning - £2600

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.	<p>Sports participation</p> <p>Arts participation</p> <p>Forest Schools</p> <p>Trips</p> <p>Music tuition</p> <p>Betty the therapy dog.</p> <p>ELSA</p> <p>Mental health First Aid</p> <p>Liaison with ILC.</p>	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.	AS SH	<p>Half termly assessments</p> <p>Pupil progress meetings</p> <p>Work scrutiny</p> <p>Pupil interviews</p>	<p>ELSA – 3 x 3hrs weekly - £4507</p> <p>Breakfast and after school club - £300</p> <p>Year 6 SATS breakfast club - £150</p> <p>Trips - £750</p> <p>Forest school - £700</p>
Desired	Chosen	Evidence for this	Implementation	Staff	Review	Cost

outcome	action/approach	approach		Lead		
Focussed intervention needs to on PP children in year 4. 9/26 children in this cohort are PP – 35%	Mentoring 1 to 1 tuition PP progress meetings Pupil Passports Clear assessment routines.	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.”	SH/SE	Half termly assessments Pupil progress meetings Work scrutiny Pupil interviews	HLTA time £6128