



## PUPIL PREMIUM 2018 - 2019

### 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 2018 to 2019 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.

<b>Total Number of Children on roll</b>	195		
<b>Total Amount of PPG Received</b>	£38,280	Date of most recent PP review. (internal)	March 2019
<b>Total Number of Children Eligible</b>	29 (15%)	Date for next internal review of this strategy.	July 2019

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.

<b>Barriers to future attainment for pupils eligible for PP.</b>
<b>In-school barriers (issues to be addressed in school)</b>
1. Writing attainment – key stage 2
2. Phonic attainment – Key stage 1
3. Attendance
<b>External barriers</b>
Attendance
Aspirations of some pupils are low.

<b>Desired Outcomes</b>	<b>Success Criteria</b>
<p><u>Writing attainment – End of Key Stage 2</u>            Spelling and handwriting are the biggest barriers to writing attainment for pupil premium children.            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 2017-18 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>Revision Guides will be purchased for all Pupil Premium children free of charge.</p>	<p>Year 6:            All children:            Writing ARE – 76%            Spelling ARE – 79%</p> <p>PP children:            Year 6:            Writing ARE: 100%            Spelling ARE:100%</p>
<p><u>Phonic attainment Key Stage 1</u>            6/31 children in year 1 are PP. 67% of these need to pass the phonic screening test at the end of the year.            Booster groups/mock assessments/AFL/home learning            ITT students to take daily booster groups in Spring Term.</p>	<p>67% PP children will pass phonic screening test.</p>

<p><u>Progress in all subjects - Year 3 focus</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>Focussed intervention needs to on PP children in year 3. 7/27 children in this cohort are PP – 26%.</p>	<p>Over 70% of pupil premium children in year 3 will make satisfactory or better progress.</p> <p>57% of year 3 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 2018/2019 – £36703

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
Improvements in PP outcomes in writing including spelling.	Mastery learning Meta cognition	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.	DB JB SH	Half termly assessments  Pupil progress meetings  Work scrutiny  Pupil interviews	Classroom, intervention - £21599  Leadership and administration costs - £2,250  Y6 Intervention groups - £1,044

## 2. Targeted Support

Desired outcome	Chosen action/approach	Evidence for this approach	Implementation	Staff Lead	Review	Cost
Improvements in phonic attainment in year 1.	Mentoring  1-1 tuition	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	SENCO, Deputy Head and Subject Lead release time with Year 1 teacher to plan interventions and assess needs – 1 x pm per person each half term - £1460  TA phonic group x 1 hr every morning - £2574

### 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 Betty the therapy dog. ELSA	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	ELSA – 3 x 3hrs weekly - £4507  Breakfast and after school club - £300  Year 6 SATS breakfast club - £150  Trips - £500  Forest school - £700  Music tuition - £250
Focussed intervention needs to on PP children in	Mentoring 1-2 tuition	Although the EEF toolkit shows that mentoring is likely to have only a small impact on attainment, it provides our pupils with a	Pupils PP allocated across school and staff met together to consider the aims, benefits, structure of	SH/JH	Half termly assessments  Pupil progress meetings	HLTA time £1369

<p>year 3. 7/27 children in this cohort are PP – 26%.</p>		<p>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 &amp; activity.</p>	<p>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.”</p>		<p>Work scrutiny Pupil interviews</p>	
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