



Northwick Manor Primary School

Our Pupil Premium Strategy Statement 2020-21



Summary Information					
School	Northwick Manor Primary School				
Academic Year	2020-21	Total PP budget	£71, 560	Date of most recent PP Review	March 19 th 2018
Total number of Pupils	640	Number of pupils eligible for PP	56 (8.7%)	Date for next internal review of this strategy	February 2021 (Professional discussion pre review)

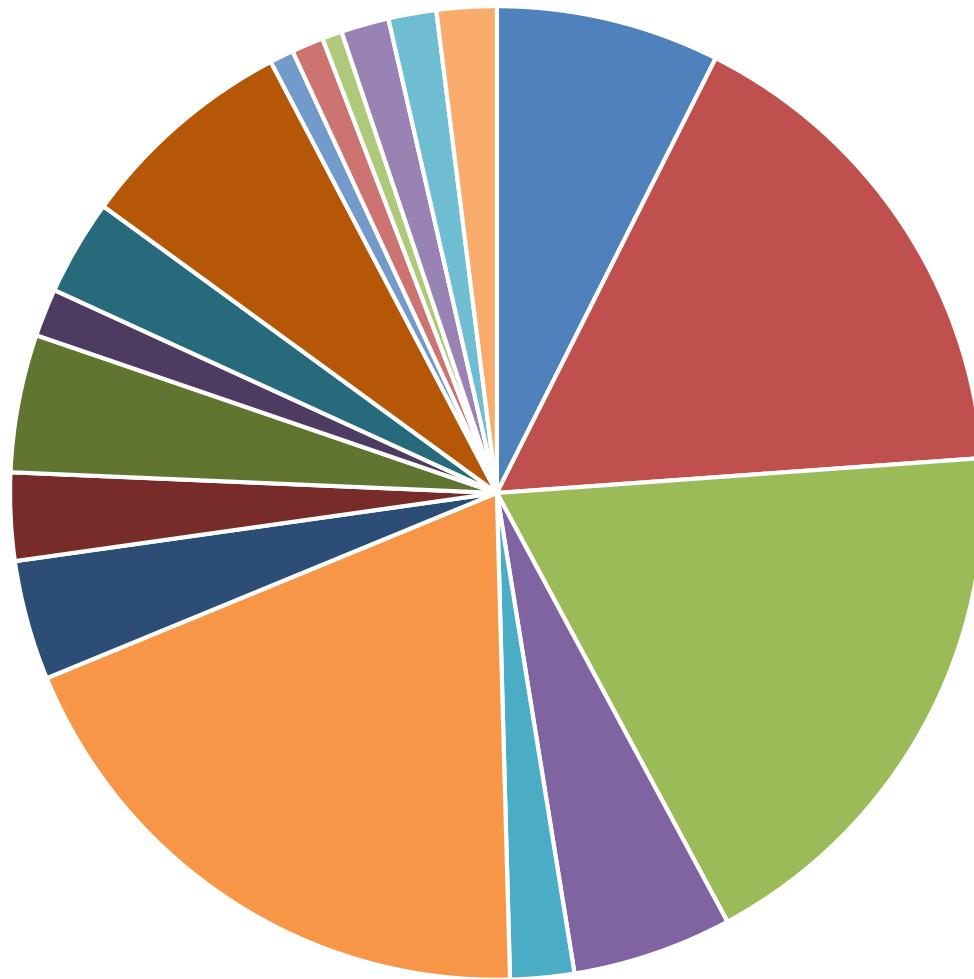
How did Northwick Manor spend its Pupil Premium allocation during 2019-20?

2019-20 Allocation: £71,280 (planned) Actual allocation: £71,480

Expenditure activities	Cost
Educational Visits	5600
Reading Detectives	12400
In-class support	6500 7300
Nurture programmes (Yoga, Cookery)	4000
Mentoring and Learning support	1600
Mathematics intervention (including Years 5/6 breakfast booster sessions)	14,500
SALT	3000
Phonics and reading support	2200
Writing interventions	3450
Numicon	1200
Breakfast Club	2400
Pupil Conferencing	5500
Additional PP Pupil Progress meetings (staff release time)	600
Parental Engagement meetings (staff release time)	800
EWO	500
More Able enrichment activities	1200
Music therapy	1200
Mental Health support	1500

Total Spend: £73,250 (Overspend – but some pupils included in Mathematics booster groups and in-class support groups will not have been PP but will have been targeted for similar reasons)

PP expenditure 2019-20



- Ed Visits
- Nurture
- SALT
- Numicon
- Add PP progress meetings
- HA Enrichment
- Reading Detectives
- Mentoring
- Phonics/Reading support
- Breakfast club
- Parental engagement meetings
- Music therapy
- In-class support/pre-teach
- Mathematics interventions
- Writing interventions
- Pupil Conferencing/Feedback
- EWO
- Mental health support

School plan to categorise support under three headings for 2020-21 (in line with EEF recommendations)

- Teaching
- Targeted Academic support
- Wider strategies

As a result of the Covid-19 pandemic, school was unable to carry out all planned strategies/activities

What was the impact of the expenditure during 2019-20 on eligible pupils and other pupils in our school?

Attendance 2019-20 – September - March:

National <small>Attendance (Primary) data for 2017-18 (full year) as published 21.03.2019</small>		Overall	FSM	Non FSM
	Attendance	95.8%	94.3%	96.3%
	Absence	4.2%	5.7%	3.7%
	Unauthorised absence	1.1%	1.9%	0.9%
	Persistent absence*	8.7%	16.5%	5.8%

School		Overall	FSM	Non FSM	Ever 6 (Disadvantaged)	Non PP (Disadvantaged)
	Attendance	97.44%	95.43%	97.56%	95.71%	97.62%
	Absence	2.56%	4.57%	2.44%	4.29%	2.38%
	Unauthorised absence	0.40%	0.48%	0.39%	0.40%	0.40%
	Persistent absence*	2.93%	13.16%	2.30%	11.48%	2.04%

Whilst Northwick Manor's attendance data compares favourably to national figures, there is still an in-house gap between disadvantaged and non-disadvantaged pupils (1.91%). This has decreased from 2.2% (2017-18) All pupils whether they are PP or not (but especially if they are PP) are targeted if their attendance drops below 93%. 11/52 pupils were targeted and action plans written for 3 pupils. Attendance has improved for 1/3 pupils where attendance has been so poor, action plans with specific targets has been put in place.

Assessment information: Quantitative measurable impact

All assessment information provided is based on teacher assessment as a result of the Covid-19 pandemic. There is no published data available.

(NB: Attainment is very cohort dependent as a result of small numbers and the percentages of pupils who are disadvantaged and SEND)

EYFS: (Current Year 1)

National GLD 2019

All: 72%

PP: 57%

Non PP: 74%

Northwick Manor end of year TA 2019-20

END OF YEAR		PSED		C&L		PD		READING		WRITING		MATHS		UTW		EAD		GLD	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
All (86 pupils)	3	17	19.8%	20	23.3%	15	17.4%	18	20.9%	14	16.3%	21	24.4%	16	18.6%	13	15.1%	9	10.5%
	2+	76	88.4%	77	89.5%	72	83.7%	72	83.7%	66	76.7%	68	79.1%	76	88.4%	78	90.7%	59	68.6%
PP (6 pupils)	3	1	16.7%	1	16.7%	1	16.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	16.7%	0	0.0%
	2+	4	66.7%	6	100%	5	83.8%	5	83.8%	5	83.8%	5	83.8%	6	100%	6	100%	4	66.7%
Non PP (80 Pupils)	3	16	20.0%	19	23.8%	14	17.5%	18	22.5%	14	17.5%	21	26.3%	16	20.0%	12	15.0%	9	11.3%
	2+	72	90.0%	71	88.8%	67	83.8%	67	83.8%	61	76.3%	63	78.8%	70	87.5%	72	90.0%	55	68.8%

Year 1 Phonics: (Current Year 2)

Y1 phonics check Performance of groups national benchmarks 2019 Validated data published 26.09.19			
	National Overall	Disadv	Non Disadv
Y1 working at or above the threshold	82%	71%	84%
Scored 40/40	18%		
Scored 36+/40	54%		
Working at or above the threshold by end of Y2	91%	85%	93%

Year 1 were unable to carry out their phonics screening test in June 2020 and subsequently this was completed in December 2020, once they were in Year 2. See data below:

NMPS Y1 phonics			
	Overall (81 pupils)	Disadv (1 pupil)	Non Disadv (80 pupils)
Y2 working at or above the threshold	96% (1 pupil disapplied therefore 97.5%)	100%	97.5% (98.75%)
Scored 40/40	31%	100%	30%
Scored 36+/40	89%	100%	89%
Working at or above the threshold by end of Y2	N/A	N/A	N/A

KS1: (Current Year 3)

KS1 Attainment of groups national benchmarks 2019 Published 26.09.19			
	National Overall	Disadv	Non disadv
Expected+ RWM	65%		
Greater depth RWM	12%		
Expected+ Reading	75%	62%	78%
Greater depth Reading	25%	14%	28%
Expected+ Writing	69%	55%	73%
Greater depth Writing	15%	7%	17%
Expected+ Maths	76%	62%	79%
Greater depth Maths	22%	12%	24%

NMPS KS1 Attainment			
89 pupils 7 PP 10 SEND	Overall	Disadv	Non disadv
Expected+ RWM	71%	57%	72%
Greater depth RWM	20%	14%	21%
Expected+ Reading	82%	71%	83%
Greater depth Reading	37%	43%	37%
Expected+ Writing	72%	57%	73%
Greater depth Writing	23%	14%	23%
Expected+ Maths	83%	71%	84%
Greater depth Maths	26%	14%	27%

KS2:

KS2 Attainment of groups national benchmarks 2019 - unvalidated data published 05.09.19			
	National Overall	Disadv	Non Disadv
Expected + RWM combined	65%	51%	71%
High score RWM combined	11%	5%	13%
Expected + Reading	73%	62%	78%
High score Reading	27%	17%	31%
Reading Av. scaled score	104	102	105
Expected + Writing TA	78%	68%	83%
Greater depth Writing TA	20%	11%	24%
Expected + Maths	79%	67%	84%
High score Maths	27%	16%	31%
Maths Av. scaled score	105	103	106
Expected + GPS	78%	67%	83%
High score GPS	36%	24%	41%
GPS Av. scaled score	106	104	107.0

NMPS KS2 Attainment			
84 pupils 10 PP 9 SEND	Overall	Disadv	Non Disadv
Expected + RWM combined	76%	40%	81%
High score RWM combined	23%	0%	26%
Expected + Reading	88%	70%	91%
High score Reading	54%	30%	57%
Reading Av. scaled score	N/A		
Expected + Writing TA	83%	70%	85%
Greater depth Writing TA	35%	0%	39%
Expected + Maths	81%	40%	86%
High score Maths	35%	10%	38%
Maths Av. scaled score	N/A		
Expected + GPS	82%	60%	85%
High score GPS	35%	10%	38%
GPS Av. scaled score	N/A		

Focus for end of KS2 groups is to increase the percentages working at greater depth/attaining a High Score and increase progress measures, especially in mathematics compared to national.

Impact of activities:

Activities	Impact - what was good value for money? (Quantitative and Qualitative measures)
Educational Visits	<p>Pre lockdown, disadvantaged pupils were given the opportunity to benefit from external educational enrichment activities.</p> <p>40% pupils (4/10) in Year 6 took part in the week long part funded trip to France.</p> <p>This served as an excellent opportunity to deepen life experiences and pupils were able to strengthen skills of resilience, risk taking and responsibility - Good preparation for High School.</p> <p>Year 4 were given the opportunity to attend the fully funded residential trip to Malvern outdoor Education Centre where pupils were able to strengthen skills of resilience, risk taking and responsibility. This was cancelled due to lockdown and Covid restrictions. It is hoped that this will be rescheduled when the children are in Year 5.</p> <p>This visit subsequently took place in October 2020. All 5 PP (100%) pupils attended. 4/5 are also SEND and have lower self-esteem; the skills developed at the Centre will have benefitted this group hugely.</p>
Reading Detectives (1-1 Reading support)	<p>Pupils receive sessions in school with TAs and this is followed up at home with parents/carers over a three-month period. The aim is to improve their reading age so that they can access more difficult texts more readily and improve comprehension.</p> <p>9 PP pupils took part in the programme. On average, pupils improved their reading age by 6 months (see records for individual reading age improvements). The most successful interventions were with the pupils who received more support at home once input had been given at school.</p> <p>Ongoing 1-1 support for extra reading sessions was also provided within class and at breakfast club. This was to maintain or increase progress rates for</p>

	<p>those identified pupils. Pupils attending breakfast club (often instigated by school) were deliberately targeted during this session).</p> <p>4/5 pupils in EYFS achieved ARE in reading</p> <p>5/7 pupils in Yr2 achieved ARE or above in reading</p> <p>2/5 pupils in Yr4 achieved ARE in reading (4/5 of these pupils are also SEND)</p> <p>7/10 pupils in Yr6 achieved ARE or above in reading</p>
<p>In-class support with additional teacher/teaching assistants</p>	<p><u>Impact in Years 4, 5 and 6:</u></p> <p><i>Lockdown as a result of Covid 19 has meant that the impact of in-school support has been restricted Attainment outcomes are lower I.e. some pupils did not meet their target and progress rates were slowed and limited in some cases. It is an area to focus on and develop during the next academic year.</i></p> <p><u>Year 6:</u> % of RWM combined at the end of KS2 40% (4/10) (National 54%) - focus was on pupils who at the end of Year 5 were attaining 3/3 in R, W and M and to sustain or exceed this attainment. Pupils were targeted and on track but Covid-19 limited progress.</p> <p><u>Year 5:</u> 50% (5/10) attained ARE in R - focus on higher level comprehension skills; 50% (5/10) attained ARE in writing - focus on 'talk for writing' and increasing detail and improving sentence structure. This will need to continue to be a focus.</p> <p><u>Year 4:</u> 2/5 (40%) attained ARE in RWM. Sustained trajectory progress rates from KS1. 4/5 SEND. (4/6 are being targeted to make accelerated progress during Year 5).</p>
<p>Pre teach</p>	<p><i>Lockdown has meant that impact of in-school support has been restricted and resulted in lower attainment and limited progress rates. It is an area to focus on and develop for the next academic year.</i></p> <p>Yr 5, in particular, had started to pre-teach new concepts in English and mathematics to enable pupils to access learning through QFT. Initial reports</p>

	<p>suggested this had a positive effect on attitudes to learning and is an area to continue to focus on next year.</p>
<p>Nurture programmes/Music Therapy/ Yoga/ Karate</p>	<p><i>Lockdown has meant that impact of in-school support has been restricted. Because of this and pupil's well-being and mental health. it is an area to focus on and develop for the next academic year.</i></p> <p>Up to March: Noticeably improved attitudes to learning. See quotes from Nurture cooking and Music Therapy (GK) and Yoga.</p> <p>Examples: 'I love singing and have grown so much in confidence that I have asked to sing to the class - before I wouldn't have.' (SL Yr3) I love cooking with Mrs F, I look forward to it all week and know if I have worked hard then I can tell her all about it. (CM Yr5) 'After yoga sessions, it is clear that SA is more ready to learn than she has previously been' (Yr 5 teacher)</p>
<p>Peripatetic Music</p>	<p>Some pupils have chosen to have drumming, violin lessons or piano lessons with GK.</p> <p>Indirectly this has supported their mathematical thinking and self-esteem, 'It helps me learn new things - when I get home from breakfast club, I can be quite stressed and playing my violin calms me down' (LJ), Yr 1</p>
<p>Counselling/Mentoring and Learning support</p>	<p>Pupils able to demonstrate skills that better help them to take responsibility for their own learning and begin to develop better metacognitive skills and understand themselves as learners.</p> <p>It also enabled any underlying issue (e.g. mental health and well-being as well as safeguarding) to be addressed and shared with various parties.</p>

<p>Mathematics intervention (including Years 5/6 breakfast booster sessions)</p>	<p><i>Lockdown has meant that impact of in-school support has been restricted and resulted in lower attainment and limited progress rates. It is an area to focus on and develop for the next academic year.</i></p> <p>Year 5 pupils were not able to take part as per norm in the Summer term due to lockdown.</p> <p>Only 40% attained ARE in mathematics and progress rates from KS1 was lower than expected. Current Year 5 pupils are doing better; 70% are on track for ARE and 20% for ARE+</p>
<p>SALT</p>	<p>Pupils leaving EYFS improved SAL skills that impact positively in KS1. See SEND records; many pupils who are initially on the SEND register for SAL and no longer on the register by Year 2 as a result of targeted intervention and use of Word Aware that is used consistently across school.</p>
<p>Phonics and reading support</p>	<p><i>Lockdown has meant that impact of in-school support has been restricted and resulted in lower attainment and limited progress rates. It is an area to focus on and develop for the next academic year.</i></p> <p>100% (5/5) pupils in EYFS achieved 'expected' in the literacy elements of Development Matters.</p> <p>100% (1/1) was on track to pass the Year 1 phonics screening test and potentially score 40/40</p> <p>100% (2/2) were on track to pass the threshold in Yr 2 phonics retake (7 pupils in 2019-20 Year 2 PP group)</p> <p>Subsequently, phonics submitted in December 2020 demonstrated that disadvantaged pupils had made good progress;</p>
<p>Writing interventions</p>	<p><i>Lockdown has meant that impact of in-school support has been restricted and resulted in lower attainment and limited progress rates. It is an area to focus on and develop for the next academic year.</i> Tracking of pupils has shown low</p>

	<p>starting points for a number of children. Accelerating their individual progress will be important following lockdown.</p> <p>Writing outcomes: 70% (7/10) of Year 6 pupils attained ARE in writing 2019-20 50% (5/10) of Year 5 pupils attained ARE in writing 2019-20 40% (2/5) of Year 4 pupils attained ARE in writing 2019-20</p>
Numicon/ Extra concrete resources	<p>Improved mathematics outcomes for pupils who struggle with more abstract mathematics. CPA continues to be a focus for 2020-21</p> <p>End of 2019 to end of 2020 comparisons ARE or better are clearly cohort dependent and affected by lockdown where pupils had limited access to resources.:</p> <p>Year 4: 67% to 60% Year 5: 46% to 70% Year 6: 73% to 40%</p>
Breakfast Club	<p>Pupils attending BC start the day with positive attitudes - impacts positively on learning. Some pupils with ESB are targeted as are pupils who are frequently late</p>
Pupil Conferencing	<p>Pupils taking more responsibility for their learning; Pupils clear on what they need to get better at learning</p>
Additional PP Pupil Progress meetings (staff release time)	<p>Focused attention on PP pupils - what action do we need to put in place to improve outcomes?</p>
Parental Engagement meetings (staff release time)	<p>All teachers meet with parents/carers of pupils who are Pupil Premium in September to establish strong working relationships and to set the tone and expectation for the year and ascertain how school can best support the child within the wider family environment. Impact: engaging harder to reach parents so that they in turn better support their child's learning</p>
Enrichment activities Beeline Festival/ High School activity days	<p><i>Lockdown has meant that additional opportunities have been limited.</i></p> <p>Enrichment activities have served to extend pupil life experiences (see record of activities).</p>

Pupil Premium 2020-21

At Northwick Manor Primary School, we are committed to all pupils making good or better progress from their relative starting points and to most pupils attaining age-related standards or greater, whether they are categorised as disadvantaged or non-disadvantaged pupils.

What are the main barriers to educational achievement for pupils entitled to the Pupil Premium grant?

As a result of small numbers of disadvantaged pupils in each cohort and the differences in their learning needs, progress and attainment is variable across the school and outcomes are very cohort dependent. All of the additional interventions are personalised.

The percentage value of a disadvantaged pupil at NMPS can vary between 7.7% (13/118 in Year 4 and 100% (1/81 in Year 2), so caution must be exercised when comparing data to the national figures whether they be for disadvantaged pupils or non-disadvantaged pupils.

Key Generic Barriers to Learning:

1. Often pupils who receive the Pupil Premium entitlement are also pupils with SEND and have more complex needs that can have an adverse effect on their learning.
2. Pupil mobility is low at NMPS compared to national but mobility of disadvantaged pupils is higher i.e. pupils who join NMPS are often disadvantaged.
3. Some of our parents of our Pupil Premium pupils are harder to engage in their child's learning and these pupils lack the support the majority of pupils receive at home.
4. Some of our Pupil Premium pupils have poor attendance.
5. Some of our pupils have lower expectations of themselves as learners; they often have poorer metacognitive skills than other pupils and don't understand how they learn best.
6. Some of our pupils have lower self-esteem and have a lower sense of self-worth and have low aspiration.
7. Some of our higher attaining disadvantaged pupils do not reach their true potential as a result of limited life experiences compared to other pupils in school.
8. Many of our pupils sitting SATs in Year 6 lack the stamina and resilience required to do well in these tests and sometimes their test results do not reflect their teacher assessments.
9. Some of our disadvantaged pupils suffer high anxiety and come from families where there is a history of poor mental well-being that is impacting on their mental health and well-being.

Year Group Specific Barriers to Learning:

Year Group	Demographic and characteristics of year group	Barriers to Learning	A: Focused Action <i>(Whilst many of these actions are still on-going, we have not been able to deliver all as a result of lockdown January 2021)</i>
Year 6	11 pupils 1 SEND 1/10 joined Year 1 1/10 joined Year 6	<p><i>Post Lockdown: Analysis of impact of lockdown/gaps in learning and wellbeing/ mental health.</i></p> <ul style="list-style-type: none"> • Poor fine motor control that impacts on writing attainment, spelling and any recording • Reading fluency poor • Recurring issues out of school that impact on learning • Attendance and lateness • Lower parental capacity to support at home i.e. homework, additional learning etc. • Limited life experience and lower confidence levels means that some of our pupils who are capable of a High Score in reading and who are capable of writing at greater depth don't always do so 	<ul style="list-style-type: none"> • Pupils targeted through QFT in R, W and M (especially higher attainers in reading (2 pupils) to ensure that they are on track for a High Score) • Counselling input from internal staff and external agency staff • Booster mathematics lessons twice weekly (3.15 -4.00pm) • Additional mathematics set that focuses on basic skills and is in smaller groups • Additional intervention groups led by class teacher • 1-1 homework support with TA • Pupils with no access to devices to support home learning/ homework have been loaned a laptop • Music Therapy/ nurture group to support emotional well-being • Additional precision teaching in R, W and M focused on learning needs with Teaching Assistants (predominantly with targeted LAPs) • Reading comprehension and editing writing group with Teaching Assistants

			<p>twice weekly (predominantly with targeted LAPs and MAPs)</p> <ul style="list-style-type: none"> • Regular tracking of Year 6 attendance • Reading Detectives • Pre-teach with Assistant HT • Enrichment activities to increase cultural capital e.g. Workshops/ theatre visits etc.
Year 5	<p>6 pupils 4/6 SEND (MLD, BESD, SALT, ASD) 1 PLAC 1/6 joined in Year 1</p>	<p><i>Post Lockdown: Analysis of impact of lockdown/gaps in learning and wellbeing/ mental health.</i></p> <ul style="list-style-type: none"> • Complex and specific SEND issues: BESD that impacts on learning; SALT and MLD; ASD • Emotional issues and in particular anxiety that impacts on learning • Recurring issues out of school that impact on learning daily • Poor reading skills that limits access to other subjects and limits writing capability • Inability to retain basic skills within mathematics which means that they cannot access the Year 3 curriculum 	<ul style="list-style-type: none"> • Additional reading fluency groups with Teaching Assistants • Additional HAP reading group concentrating on higher order thinking • QFT in mathematics focusing on LAPs and cusp MAPs • Pupils with no access to devices to support home learning/ homework have been loaned a laptop • Regular tracking of Year 5 attendance • Pre-teach with Assistant HT • 1-1 SPaG support from English lead • Enrichment activities to increase cultural capital e.g. Workshops/ theatre visits etc.
Year 4	<p>13 pupils 2 joined in Year3 (1 with BESD)</p>	<p><i>Post Lockdown: Analysis of impact of lockdown/gaps in learning and wellbeing/ mental health.</i></p>	<ul style="list-style-type: none"> • Additional Teaching Assistant joins year group and focuses on reading skills i.e. decoding; synthetic phonics

	<p>1 joined in Year 4 3/13 SEND</p>	<ul style="list-style-type: none"> • Lower parental capacity to support at home i.e. homework, additional learning etc. this is the case with 7/13 pupils • Low self-esteem and self-belief (including some of the higher attainers - one currently on track for GD, one other has potential - their progress needs to be sustained or accelerated) • Inability to retain basic skills within mathematics which means that they cannot access the Year 2 curriculum (3/13) • Poorer reading skills that limits their access to the curriculum and slows their comprehension 	<ul style="list-style-type: none"> • Additional Teaching Assistants takes pupils for pre- and post-teach sessions in writing e.g. review and edit • Pupils with no access to devices to support home learning/ homework have been loaned a laptop • Continuation of Maths groups (sets) to include an 'Improving Skills' group (set) and core groups where the focus is on accelerating progress of MAPs who are also disadvantaged • Music Therapy • Enrichment activities to increase cultural capital e.g. Workshops/ theatre visits etc.
<p>Year 3</p>	<p>9 pupils 1/9 joined in Year 1</p>	<p><i>Post Lockdown: Analysis of impact of lockdown/gaps in learning and wellbeing/ mental health.</i></p> <ul style="list-style-type: none"> • Lower parental capacity to support at home i.e. homework, additional learning etc. this is the case with 2/7 pupils • Low self-esteem and self-belief 2/7 • Poor basic skills 1/7 • Ensuring that momentum is sustained for 5/7 learners (2 of which are currently working at Greater Depth) and school continues to work in partnership with parents so that they 	<ul style="list-style-type: none"> • Continuation of mathematics groups (sets) to include an 'Improving Skills' group (set) and core groups where the focus is on accelerating progress of MAPs who are also disadvantaged and sustaining progress of HAPs • Reading Detectives • Writing and spelling interventions • 1-1 homework support with TA • Pupils with no access to devices to support home learning/ homework have been loaned a laptop • Extra phonics booster sessions

		continue to make accelerated progress and don't allow any external factors to mitigate their learning development i.e. attendance etc.	
Year 2	1 pupil	<p><i>Post Lockdown: Analysis of impact of lockdown/gaps in learning and wellbeing/ mental health.</i></p> <ul style="list-style-type: none"> Increased confidence levels and sustain strong learning attitudes 	<ul style="list-style-type: none"> Pupils targeted through QFT in R, W and M (especially higher attainers to ensure that they are on track) 1-1 Music tuition Enrichment activities to increase cultural capital e.g. Workshops/ theatre visits etc.
Year 1	7 pupils 1 CIN 1 BESD	<p><i>Post Lockdown: Analysis of impact of lockdown/gaps in learning and wellbeing/ mental health.</i></p> <ul style="list-style-type: none"> Ensure all pupils continue to make progress in English and Maths and reach or exceed the expected standard in these subjects. 	<ul style="list-style-type: none"> Nurture/Self-esteem activities - Cooking/ Music Extra 1-1 sessions to maintain/ increase progress in reading. Resources to supplement home learning Pupils with no access to devices to support home learning/ homework have been loaned a laptop Enrichment activities to increase cultural capital e.g. Workshops/ theatre visits etc.
EYFS	7 Pupils 1 SEND	<p><i>Post Lockdown: Analysis of impact of lockdown/gaps in Development Matters particularly PSED</i></p>	<ul style="list-style-type: none"> Extra 1-1 language/ reading sessions with adult.

How will Northwick Manor spend this allocation in order to address these barriers, why have we taken these approaches and how will we measure the impact on pupil outcomes?

At Northwick Manor Primary School, we think strategically about using strategies that will combat the barriers and have the biggest impact on pupil learning and outcomes. We take into account findings from the EEF and find out as much as we can about best practice nationally to make the biggest difference to our pupils. During 2019-20, we will spend the Pupil Premium allocation in the following ways in order to minimise and eradicate the barriers outlined above:

A – See focused action outlined above

B – High quality provision for all PP pupils

School plan to categorise support under three headings for 2020-21 (in line with EEF recommendations)

- Teaching (T)
 - Targeted Academic support (TAS)
 - Wider strategies (WS)
1. Continue to recruit high quality teachers and learning assistants to deliver effective Quality First Teaching for all (T)
 2. SIP Focus: Increase progress rates of all pupils but in particular disadvantaged pupils in mathematics through better use of CPA (CPD planned accordingly with SI Team) (T)
 3. Build in additional support by Assistant Head teacher (as PP champion) in class; this will enable him to monitor impact also (TAS)
 4. Continue to regularly monitor progress rates of Pupil premium pupils and adopt a forensic approach when identifying what is needed to accelerate their progress i.e. tailor all intervention and enrichment activities to impact significantly on progress rates (T)
 5. Continue to develop CPD programmes for teaching assistants so that all intervention programmes are delivered by highly effective personnel (T)
 6. Continue to plan interventions programmes that will impact on other pupils not just Pupil Premium pupils i.e. Booster mathematics sessions for Years 5 and 6 (TAS)
 7. Monitor attendance of Pupil Premium pupils more regularly and target all pupils to have an attendance record in excess of 97% (WS)
 8. Use extra-curricular activities as enrichment activities for Higher Attaining pupils and also as a motivational tool e.g. older pupils acting as facilitators during learning sessions to boost self-esteem and promote positive attitudes to learning (WS)
 9. Continue to think creatively about how we organise teaching groups e.g. focused grouping in Years 2, 3, 4 and 5 to cater for larger PP groups of pupils where mathematics attainment is poorer; reorganisation of groups in Years 2 and 3 (T)
 10. Provide additional teaching assistants support in Year groups where PSED and ESD levels are a barrier to good or better learning (TAS, WS)
 11. Promote 'Growth Mind-set' throughout the whole school and further develop pupil conferencing and the use of Learning Mentors in order to develop pupils' metacognitive skills (T)

12. Initiatives suggested and launched by the LA Virtual Head teacher in Worcestershire (T, TAS, WS)
13. SENDCo to continue to update relevant mental health training to enable us to better support pupils and access CAMHS more readily. (WS)

Please note that all of our decisions about the sort of provision the children will receive have been made as a result of thorough analysis of their barriers to learning and their prior attainment, through attendance at local and national events in order to gain an understanding of what works and best practice and through using toolkits like the EEF Toolkit that easily demonstrates which interventions are most effective.

Please read this in conjunction with our SIP 2020-21

How will we measure outcomes for Pupil premium pupils?

Quantitative:

2020-21 Targets for Pupil Premium pupils:

EOY (Expected end of year)
ASP EOY (Aspirational end of year)
COVID BL (Covid baseline (September 2020 post absence from school March-July 2020))

			ARE		ARE+		PP	
			No.	%	No.	%	ARE	ARE+
YEAR 6 88 pupils 10 PP	R	EOY	79	89.8%	48	54.5%	70.0% (7/10)	20.0% (2/10)
		ASP EOY	82	93.2%	51	58.0%	90.0% (9/10)	20.0% (2/10)
		COVID BL	79	89.8%	44	50.0%	80.0% (8/10)	0.0% (0/10)
	W	EOY	76	86.4%	34	38.6%	70.0% (7/10)	10.0% (1/10)
		ASP EOY	81	92.0%	40	45.5%	70.0% (7/10)	20.0% (2/10)
		COVID BL	75	85.2%	31	35.2%	60.0% (6/10)	0.0% (0/10)
	M	EOY	77	87.5%	40	45.5%	70.0% (7/10)	20.0% (2/10)
		ASP EOY	80	90.9%	40	45.5%	90.0% (9/10)	20.0% (2/10)
		COVID BL	76	86.4%	30	34.1%	70.0% (7/10)	10.0% (1/10)
	RWM	ASP EOY	77	87.5%	31	35.2%	70.0% (7/10)	20.0% (2/10)

			ARE		ARE+		PP	
			No.	%	No.	%	ARE	ARE+
YEAR 2 81 pupils 11 SEND 1 PP	R	EOY	72	88.9%	34	42.0%	100% (1/1)	100% (1/1)
		ASP EOY	76	93.8%	35	43.2%	100% (1/1)	100% (1/1)
		COVID BL	66	81.5%	29	35.8%	100% (1/1)	100% (1/1)
	W	EOY	70	86.4%	25	30.9%	100% (1/1)	100% (1/1)
		ASP EOY	70	86.4%	27	33.3%	100% (1/1)	100% (1/1)
		COVID BL	60	74.1%	19	23.5%	100% (1/1)	100% (1/1)
	M	EOY	77	95.1%	29	35.8%	100% (1/1)	100% (1/1)
		ASP EOY	77	95.1%	31	38.3%	100% (1/1)	100% (1/1)
		COVID BL	66	81.5%	21	25.9%	100% (1/1)	100% (1/1)
	RWM	ASP EOY	70	86.4%	24	29.6%	100% (1/1)	100% (1/1)

Qualitative:

1. Improved self-esteem levels that we will ascertain through pupil interviews/questionnaires
2. Improved emotional well-being and mental health that impacts positively on learning outcomes (especially in the light of Covid 19 and absence from school)
3. Improved metacognitive skills that ensure that PP pupils take more responsibility for their own learning and understand themselves as learners. We will ascertain this through pupil interviews/questionnaires

The Pupil Premium Strategy for Northwick Manor Primary School will be reviewed during 2020-21.