

Pupil Premium Strategy Statement 2021-22



Northwick Manor Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment 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

Detail	Data
Northwick Manor Primary School	
Number of pupils in school	632
Proportion (%) of pupil premium eligible pupils	49 (7.8%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	24/9/21 Revised 16/11/21
Date on which it will be reviewed	July 2022
Statement authorised by	Sian Williams
Pupil premium lead	Robert Hall-Harris
SIB/ Trustee lead	Emily Breeze/Alan Gaunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,215
Recovery premium funding allocation this academic year	£7,395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£70,610

Part A: Pupil premium strategy plan

Statement of intent (MAT and school)

MAT INTENT:

All schools within The Rivers C of E MAT have prioritised provision and outcomes for all vulnerable pupils (disadvantaged and SEND) during 2021-22.

Aims:

- ✓ To improve outcomes for all disadvantaged pupils **so that** the proportion of pupils attaining ARE or better in RWM combined compares favourably to disadvantaged and non-disadvantaged pupils nationally
- ✓ To improve attendance for all disadvantaged pupils across the MAT **so that** attendance figures compare favourably to non-disadvantaged pupils

NORTHWICK MANOR PRIMARY SCHOOL INTENT:

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.

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. Many of the additional interventions are often personalised.

The percentage value of one disadvantaged pupil at NMPS can vary between 7.7% (13/118) in Year 5 and 33% (3/81) in Year 3, so caution must be exercised when comparing data to the national figures whether they be for disadvantaged pupils or non-disadvantaged pupils.

Aims:

- ✓ To consistently improve outcomes for all disadvantaged pupils **so that** the proportion of pupils attaining ARE or better in RWM combined compares favourably to disadvantaged and non-disadvantaged pupils nationally
- ✓ To improve attendance for all disadvantaged pupils **so that** attendance figures compare favourably to non-disadvantaged pupils both in-school and nationally
- ✓ To provide all disadvantaged pupils with the knowledge and cultural capital they need **so that** they succeed in life

It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

Key principles of our strategy plan:

We will:

1. Promote our whole school drivers:

AMBITION AND ASPIRATION 'I want to raise my game and be the best that I can be.....'

OPPORTUNITY 'I want to know and do new things and be ready for everything.....'

PUPIL POWER 'I want to get on well with others and make a difference.....'

with all pupils ***but in particular disadvantaged pupils***

2. Assess the needs of all disadvantaged pupils
3. Recognise when assessing needs that not all pupils in receipt of FSM will be socially disadvantaged and planning for pupils and the extension and support packages on offer will reflect this
4. Ensure that the most vulnerable are our priority
5. Endeavour to close the gap between the disadvantaged and non-disadvantaged pupils
6. Design and implement individually-tailored extension and support programmes that accelerate academic progress e.g. we will ensure that our plan meets the needs of our PP pupils and as a result the PPG is spent appropriately
7. Build in pastoral packages that ensures that all basic needs are met and that all disadvantaged pupils thrive and enjoy good health and mental well-being; pupils with the greatest need will be prioritised
8. Provide mentoring support for all pupils to help them develop strong life-long learning behaviours
9. Enrich their educational and life experiences through educational visits that are either fully or partly funded through the PPG
10. Utilise staff strengths so that planned action has the biggest impact
11. Rigorously and frequently track their progress
12. Work in partnership with parents and external agencies to ensure the best outcomes for disadvantaged pupils

Challenges and Barriers to learning

This details the key challenges to achievement that we have identified among our disadvantaged pupils at Northwick Manor Primary School

Challenge number	Detail of challenge
1	Some pupils have fallen behind in Reading, Writing and Mathematics as a result of Covid-19 and the enforced school closures.
2	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.
3	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.
4	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.
5	Some of our Pupil Premium pupils have poor attendance.
6	Some of our pupils have lower expectations of themselves as learners; they lack the confidence to contribute in class and will not risk pushing themselves into their struggle zone with their learning; they often have poorer metacognitive skills than other pupils and don't understand how they learn best.
7	Some of our pupils have lower self-esteem and have a lower sense of self-worth and have low aspiration.
8	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.
9	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.
10	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.

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
Outcomes in RWM Combined	<p>The percentage of disadvantaged pupils who attain ARE RWM at the end of KS2 is above national disadvantaged and closer to national non-disadvantaged figures</p> <p>The percentage of disadvantaged pupils who attain ARE+ (High Score/GD) RWM at the end of KS2 is above national disadvantaged and closer to national non-disadvantaged figures</p>
Outcomes in Reading	<p>The percentage of disadvantaged pupils who make expected or better progress from the end of EYFS to the end of KS1 in Reading is above national</p> <p>Progress measures between KS1 and KS2 in Reading are above national for disadvantaged pupils</p>
Outcomes in Writing	<p>The percentage of disadvantaged pupils who make expected or better progress from the end of EYFS to the end of KS1 in Writing is above national</p> <p>Progress measures between KS1 and KS2 in Writing are above national for disadvantaged pupils</p>
Outcomes in Mathematics	<p>The percentage of disadvantaged pupils who make expected or better progress from the end of EYFS to the end of KS1 in Mathematics is above national</p> <p>Progress measures between KS1 and KS2 in Mathematics are above national for disadvantaged pupils</p>
Outcomes in EYFS	High proportions of disadvantaged pupils in EYFS achieve GLD
Outcomes in the Year 1 Phonics Screening Test	The percentage of disadvantaged Year 1 pupils who pass the PSC is above national disadvantaged and closer to national non-disadvantaged figures
Attendance of disadvantaged pupils	Attendance of disadvantaged pupils is >96% and the gap between all pupils and disadvantaged pupils is no <1%
Good mental-health and well-being	Many of our disadvantaged pupils are mentally strong and enjoy good health and well-being and this impacts positively on attendance and subsequently pupil outcomes

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £28,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Class teachers will target and prioritise PP pupils through QFT paying close attention to pupil participation in lessons and make use of specific immediate feedback that will accelerate progress</p> <p>Additional Teacher/TA support in class</p> <p>Additional individual/small group feedback sessions</p>	<p>In-house evidence that supports the need for action:</p> <p>End of previous year's outcomes in R, W and M indicates that accelerated progress is imperative for some pupils, especially in Years 1, 5 and 6 (especially those pupils who are also SEND or have the potential to attain High Score/GD)</p> <p>Research evidence that supports approach:</p> <p>EEF: Feedback +6</p>	<p>1</p> <p>2</p> <p>6</p>
<p>All year groups to plan Retrieval process strategies into weekly timetable to support all pupils, but especially disadvantaged pupils, know more and remember more</p> <p>CPD: Dedicated staff meetings led by the MAT SI team and in house</p> <p>Subject leader release time to work on agreed 'Golden Nuggets' for each unit of study within all Foundation subjects that are shared with all staff and subsequently all pupils</p>	<p>In-house evidence that supports the need for action:</p> <p>Success in their knowledge and skills base in the Foundation subjects will increase their confidence levels and impact positively on the core areas; we will also be providing these pupils with the knowledge and cultural capital to succeed in life</p> <p>Research evidence that supports approach:</p> <p>Tom Sherrington and Oliver Caviglioli – WalkThurs (PD toolkit for T & L)</p>	<p>1</p> <p>6</p>
<p>Prioritise (and increase the frequency if necessary) the teaching of phonics and fine and gross motor development in EYFS, Year 1 and Year 2 so that all pupils, but especially disadvantaged</p>	<p>In-house evidence that supports the need for action:</p> <p>Many of our new EYFS pupils have started at Northwick Manor having had limited time at their pre-school settings and therefore less exposure to early synthetic phonics;</p>	<p>1</p> <p>4</p>

pupils have age related reading skills that enables them to access all of the curriculum Additional adult input/support	many have poorer gross and fine motor control. Some pupils currently in Year 1 (9/86 PP) failed to reach the expected standard in PD, in reading (5/9) and in writing (6/9). 10/88 pupils in current Year 1 failed to attain 32+ in the June benchmark phonics screening test; one of these is a PP pupil. Research evidence that supports approach: EEF: Phonics +5	
Year 2/3 writing		

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

Budgeted cost: £23,700 (+£7,395)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Plan and deliver an intervention group in Year 1 to target fine/gross motor control that will impact on writing (correct letter formation and stamina) Additional adult input/support to run sessions	In-house evidence that supports the need for action: High Percentages did not achieve GLD at the end of EYFS as a result of them not attaining the ELG in writing Research evidence that supports approach: Smart Moves: Daniel Wolpert, Motor Control, and the Brain <i>Repetitive actions and practice strengthens and improves</i> EEF: Small group tuition +4	1 4
Plan and deliver additional interventions -reading comprehension -writing structure and stamina -bridging gaps mathematics consolidation groups for disadvantaged pupils in KS2 who were not ARE at the end of the previous year Additional adult input/support to run intervention sessions; release time pre PPA for class cohort teachers to focus on these groups	In-house evidence that supports the need for action: Reading Comprehension: <i>Current Year 6 (end of Year 5 assessment) 68% (4/6 pupils) ARE in reading and 0% GD</i> <i>Current Year 5 (end of Year 4 assessment) 62% (8/13) ARE reading</i> Writing structure and Stamina <i>Current Year 5 (end of Year 4 assessment) 69% (9/13 pupils) ARE writing</i> Mathematics consolidation <i>Current Year 5 (end of Year 4 assessment) 69% (9/13 pupils) ARE in mathematics</i> Research evidence that supports approach: EEF: Reading comprehension strategies +5	1 6

<p>Purchase kindles for targeted pupils and download age related and appropriate reading material for pupils to read at home. Class teachers/TAs to monitor and build in comprehension strategies</p>	<p>In-house evidence that supports the need for action:</p> <p>All pupils need to be able to access quality reading material; all pupils need to be at least ARE in reading or better so that they can access all of the wider curriculum. Increased reading will impact positively on reading and writing outcomes and support cultural capital</p> <p>Research evidence that supports approach:</p> <p>Bold Beginnings – importance of reading The Power of Reading EEF: Homework +5 Reading comprehension strategies +5 Phonics +5</p>	<p>1 8</p>
<p>Target disadvantaged pupils in Years 5 (summer term) and 6 (autumn and spring terms) to attend the after school additional mathematics sessions led by the school mathematics lead</p> <p>2 x weekly Year 5 2 x weekly Year 6</p> <p>Sessions to be planned and delivered by mathematics lead following consultation with year group leads/class teachers; release time for mathematics lead</p>	<p>In-house evidence that supports the need for action:</p> <p>End of year mathematics assessment for current Years 5 and 6 suggest that cuspy pupils not currently ARE need to be targeted and also those with the potential to attain ARE+</p> <p>Current Year 6 (end of Year 5 assessment) 17% (1/6) ARE+</p> <p>Current Year 5 (end of Year 4 assessment) 69% (9/13) ARE; 15% (2/13) ARE+</p> <p>Research evidence that supports approach:</p> <p>EEF: Small group tuition +4</p>	<p>1 8</p>
<p>Provide additional 'Golden Nugget' sessions fortnightly with all disadvantaged pupils in KS2 led by PP champion (AH for T, L and A)</p> <p>Sessions led fortnightly by AH</p>	<p>In-house evidence that supports the need for action:</p> <p>With the increased emphasis on pupils knowing more and remembering more across the whole of the primary curriculum, some disadvantaged pupils will need additional support in practising articulating this and making connections within their learning. Success in their knowledge and skills base in the Foundation subjects will increase their confidence levels and impact positively on the core areas; we will also be providing these pupils with the knowledge and cultural capital to success in life</p> <p>Research evidence that supports approach:</p> <p>Tom Sherrington and Oliver Caviglioli – WalkThurs (PD toolkit for T & L)</p>	<p>1 8</p>

<p>***Separate funding stream</p> <p>National Tutoring programme: 30 x ½ hour sessions delivered to identified pupils in reading and mathematics (Kip McGrath)</p> <p>PP champion to target pupils, plan and organise delivery</p>	<p>In-house evidence that supports the need for action:</p> <p>Reading Comprehension:</p> <p><i>Current Year 6 (end of Year 5 assessment)</i> 67% (4/6 pupils) ARE in reading and 0% GD</p> <p><i>Current Year 5 (end of Year 4 assessment)</i> 62% (8/13) ARE reading</p> <p>Writing structure and Stamina</p> <p><i>Current Year 5 (end of Year 4 assessment)</i> 69% (9/13 pupils) ARE writing</p> <p>Mathematics consolidation</p> <p><i>Current Year 5 (end of Year 4 assessment)</i> 69% (9/13 pupils) ARE in mathematics</p> <p>Research evidence that supports approach:</p> <p>EEF: Small group tuition +4</p>	<p>1</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Target parents of pupils whose attendance is below 95% and formulate action plans; school to agree to support level and parents to agree to plan. Weekly attendance checks on all PP pupils; Monthly meetings to monitor</p> <p>Weekly attendance captures Admin team; SLT monthly meetings to monitor</p>	<p>In-house evidence that supports the need for action:</p> <p>2020-21 attendance for disadvantaged pupils 96.04%; all pupils 98.1%. 13/56 (41%) disadvantaged pupils attendance under 95%.</p> <p>Research evidence that supports approach:</p> <p>EEF: Parental engagement +4</p> <p><i>'Even short breaks from school can reduce a pupil's chances of succeeding at school by as much as a quarter, research reveals today (22 February 2015). The research, based on extensive pupil absence figures and both GCSE and primary school test results, highlights the importance of clamping down on pupil absence to ensure more pupils regularly attend school, and ultimately leave with the qualifications needed to succeed in modern Britain.'</i></p> <p>https://www.gov.uk/government/news/short-breaksdamage-young-peoples-futures</p>	<p>4 5</p>
<p>Target pupils who are lacking confidence and who have low self-esteem and who have limited life experience to take part in one to one or small group</p>	<p>In-house evidence that supports the need for action:</p> <p>24 disadvantaged pupils currently identified as needing additional input re. self-esteem, emotional well-being</p>	<p>6 7 8</p>

music tuition with school music specialist In-house music lead to lead weekly sessions	Research evidence that supports approach: EEF: Aspiration interventions; Arts participation +3	
Target pupils who have lower self-esteem and who are potentially vulnerable in terms of good mental health and well-being; provide weekly counselling sessions Motional assessment; In-house trained counsellor to lead sessions	In-house evidence that supports the need for action: 24 disadvantaged pupils currently identified as needing additional input re. self-esteem, emotional well-being Research evidence that supports approach: EEF: Metacognition and self-regulation +7 Social and emotional learning +4	
Plan additional educational experiences and give priority to disadvantaged pupils e.g. Northwick 'Passport for Life' extra-curricular provision, visits to Creed, The Hive, Local theatre visits/workshops etc. PPG to fund; PP champion to plan programme	In-house evidence that supports the need for action: We will be providing these pupils with the knowledge and cultural capital to success in life <i>It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.</i> Research evidence that supports approach: EEF: Aspiration interventions; Arts participation +3	

Total budgeted cost: £65,550+ £7,395 (-£2,335 overspend)

Year group specific barriers to learning and planned programmes of support in detail 2021-22

Year group	Barriers to learning	Planned programmes of support	Intended impact
Year 6 7 pupils 4/7 SEND (MLD, BESD, SALT, ASD)	1. Some pupils have fallen behind in Reading, Writing and Mathematics as a result of Covid-19 and the enforced school closures.	National Tutoring programme: 30 x ½ hour sessions delivered to identified pupils in reading and mathematics	All Year 6 PP pupils have made at least expected or better progress by the end of KS2 from

<p>1 PLAC 1/7 joined in Year 1 1/7 joined in Year 6</p>	<p>2. 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.</p> <p>9. 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.</p>	<p>Plan and deliver additional interventions</p> <ul style="list-style-type: none"> -reading comprehension -writing structure and stamina -bridging gaps mathematics <p>consolidation groups for disadvantaged pupils in KS2 who were not ARE at the end of the previous year</p> <p>Target disadvantaged pupils in Year 6 (autumn and spring terms) to attend the after school additional mathematics sessions led by the school mathematics lead</p> <p>2 x weekly Year 6</p> <p>Provide additional 'Golden Nugget' sessions fortnightly with all disadvantaged pupils in KS2 led by PP champion (AH for T, L and A) to consolidate knowing more, remembering more, connecting learning</p>	<p>their KS1 starting points</p> <p>At least 71% (5/7) pupils attain ARE in reading; at least 57% (4/7 pupils) attain ARE in writing; at least 86% (6/7 pupils) attain ARE in mathematics and at least 57% attain ARE RWM combined.</p> <p>At least 27% (2/7 pupils) attain ARE+ in mathematics</p>
<p>Year 5</p> <p>14 pupils 3/14 SEND 2 joined in Year 3 (1 with BESD) 1 joined in Year 4 1 joined in Year 5</p>	<p>1. Some pupils have fallen behind in Reading, Writing and Mathematics as a result of Covid-19 and the enforced school closures.</p> <p>4. 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.</p>	<p>National Tutoring programme: 30 x ½ hour sessions delivered to identified pupils in reading and mathematics</p> <p>Plan and deliver additional interventions</p> <ul style="list-style-type: none"> -reading comprehension -writing structure and stamina -bridging gaps mathematics <p>consolidation groups for disadvantaged pupils in KS2 who were not ARE at the end of the previous year</p> <p>Target disadvantaged pupils in Year 5 (summer term) to attend the after school additional mathematics sessions led</p>	<p>All Year 5 PP pupils have made at least expected or better progress by the end of Year 5 from their KS1 starting points</p> <p>At least 79% (11/14) pupils attain ARE in reading; at least 64% (9/14 pupils) attain ARE in writing; at least 79% (11/14 pupils) attain ARE in mathematics and at least 64% attain ARE RWM combined.</p> <p>At least 21% (3/14) attain ARE+ RWM combined.</p>

	<p>7. Some of our pupils have lower self-esteem and have a lower sense of self-worth and have low aspiration.</p>	<p>by the school mathematics lead 2 x weekly Year 5</p> <p>Provide additional 'Golden Nugget' sessions fortnightly with all disadvantaged pupils in KS2 led by PP champion (AH for T, L and A) to consolidate knowing more, remembering more, connecting learning <i>Sessions led fortnightly by AH</i></p> <p>Target pupils who are lacking confidence and who have low self-esteem and who have limited life experience to take part in one to one or small group music tuition with school music specialist</p>	<p>Pupil comments during interviews, pupil participation in class and in extra-curricular provision demonstrates impact</p>
<p>Year 4</p> <p>8 pupils 1/8 joined in Year 1 1/8 joined in Year 3</p>	<p>8. 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.</p> <p>4. 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.</p>	<p>National Tutoring programme: 30 x ½ hour sessions delivered to identified pupils in mathematics</p> <p>Plan interventions targeting cusp GD mathematics pupils</p> <p>Purchase kindles for targeted pupils and download age related and appropriate reading material for pupils to read at home. Class teachers/TAs to monitor and build in comprehension strategies</p> <p>Provide additional 'Golden Nugget' sessions fortnightly with all disadvantaged pupils in KS2 led by PP champion (AH for T, L and A) to consolidate knowing more, remembering more, connecting learning</p> <p>Target pupils who are lacking confidence and</p>	<p>All Year 4 PP pupils have made at least expected or better progress by the end of Year 4 from their KS1 starting points</p> <p>At least 88% (7/8 pupils) attain ARE RWM combined. At least 50% (4/8) pupils attain ARE+ in reading; at least 38% (3/8) pupils attain ARE+ in writing and at least 25% (2/8 pupils) attain ARE+ RWM combined. **GD Mathematics is the target area</p>

	<p>7. Some of our pupils have lower self-esteem and have a lower sense of self-worth and have low aspiration.</p> <p>10. 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.</p>	<p>who have low self-esteem and who have limited life experience to take part in one to one or small group music tuition with school music specialist</p> <p>Motional assessment for targeted pupils; In-house trained counsellor to lead sessions</p>	<p>Pupil comments during interviews, pupil participation in class and in extra-curricular provision demonstrates impact</p> <p>Pupil and parent surveys and post session motional assessments indicate an improvement in pupil mental health and well-being that impacts positively on pupil attendance and outcomes</p>
<p>Year 3</p> <p>3 pupils 1 PLAC 1 joined Year 2, 1 joined Year 3</p>	<p>1. Some pupils have fallen behind in Reading, Writing and Mathematics as a result of Covid-19 and the enforced school closures.</p> <p>7. Some of our pupils have lower self-esteem and have a lower sense of self-worth and have low aspiration.</p>	<p>Purchase kindles for targeted pupils and download age related and appropriate reading material for pupils to read at home. Class teachers/TAs to monitor and build in comprehension strategies</p> <p>Plan and deliver additional interventions</p> <ul style="list-style-type: none"> -reading comprehension -writing structure and stamina -bridging gaps mathematics <p>consolidation groups for disadvantaged pupils in KS2 who were not ARE at the end of the previous year</p> <p>Target pupils who are lacking confidence and who have low self-esteem and who have limited life experience to take part in one to one or small group music tuition with school music specialist</p>	<p>All Year 3 PP pupils have made at least expected or better progress by the end of Year 3 from their KS1 starting points</p> <p>At least 67% (2/3) pupils attain ARE in reading; at least 33% (1/3 pupils) attain ARE in writing; at least 67% (2/3 pupils) attain ARE in mathematics and at least 33% attain ARE RWM combined.</p> <p>At least 33% (1/3) attain ARE+ RWM combined.</p> <p>Pupil comments during interviews, pupil participation in class and in extra-curricular provision</p>

<p>Year 2</p> <p>7PP</p> <p>1 CIN</p> <p>1 BESD</p>	<p>1. Some pupils have fallen behind in Reading, Writing and Mathematics as a result of Covid-19 and the enforced school closures.</p> <p>7. Some of our pupils have lower self-esteem and have a lower sense of self-worth and have low aspiration.</p>	<p>Plan and deliver additional interventions</p> <ul style="list-style-type: none"> -reading comprehension -writing structure and stamina -bridging gaps mathematics <p>consolidation groups for disadvantaged pupils in KS1 who were not ARE at the end of the previous year</p> <p>Target pupils who are lacking confidence and who have low self-esteem and who have limited life experience to take part in one to one or small group music tuition with school music specialist</p> <p>Motional assessment for targeted pupils; In-house trained counsellor to lead sessions</p>	<p>All Year 2 PP pupils have made at least expected or better progress by the end of Year 2 from their EYFS starting points</p> <p>At least 87% (6/7) pupils attain ARE RWM combined.</p> <p>At least 29% (2/7) attain ARE+ in reading and mathematics.</p> <p>Pupil comments during interviews, pupil participation in class and in extra-curricular provision</p>
<p>Year 1</p> <p>9 Pupils</p> <p>1 SEND</p> <p>1PLAC</p>	<p>1. Some pupils have fallen behind in Reading, Writing and Mathematics as a result of Covid-19 and the enforced school closures.</p>	<p>Plan and deliver additional interventions</p> <ul style="list-style-type: none"> -additional catch up phonics sessions -reading comprehension -writing structure and stamina -bridging gaps mathematics <p>consolidation groups for disadvantaged pupils in KS1 who were not EYFS expected at the end of the previous year</p> <p>Plan and deliver an intervention group in Year 1 to target fine/gross motor control that will impact on</p>	<p>All Year 1 PP pupils have made at least expected or better progress by the end of Year 1 from their EYFS starting points</p> <p>At least 33% (2/9) pupils attain ARE RWM combined.</p> <p>All targeted pupils make accelerated progress in writing</p>

	<p>7. Some of our pupils have lower self-esteem and have a lower sense of self-worth and have low aspiration.</p>	<p>writing (correct letter formation and stamina)</p> <p>Target pupils who have lower self-esteem and who are potentially vulnerable in terms of good mental health and well-being; provide weekly counselling sessions Motional assessment; In-house trained counsellor to lead sessions</p>	<p>Pupil comments during interviews, pupil participation in class and in extra-curricular provision</p>
<p>EYFS</p> <p>1 pupil PLAC</p>	<p>1. Some pupils have fallen behind in Reading, Writing and Mathematics as a result of Covid-19 and the enforced school closures.</p> <p>7. Some of our pupils have lower self-esteem and have a lower sense of self-worth and have low aspiration.</p>	<p>Plan and deliver a Language programme (NELI) to target language acquisition.</p> <p>Deliver 1-1 SALT sessions according to initial assessments</p> <p>Undertake small guided social skills group work to develop PSED</p> <p>Motional assessment; In-house trained counsellor to lead sessions</p>	<p>At least 100% (1 pupil) to attain a GLD</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Quantitative assessment measures 2020-21 (all year groups):

Assessment information below indicates teachers' assessed outcomes.

READING

YEAR	ASPIRATIONAL TARGET				END OF YEAR LEVEL				PROGRESS			
	ARE		ARE+		ARE		ARE+		EXP		BETTER THAN EXP	
6	10/11	90.9%	2/11	18.2%	8/11	72.7%	2/11	18.2%	9/11	81.8%	2/11	18.2%
5	4/6	66.7%	0/6	0.0%	4/6	66.7%	0/6	0.0%	5/6	83.3%	1/6	16.7%
4	10/13	76.9%	3/13	23.1%	8/13	61.5%	3/13	23.1%	11/13	84.6%	0/13	0.0%
3	8/8	100%	5/8	62.5%	7/8	87.5%	4/8	50.0%	8/8	100%	1/8	12.5%
2	2/2	100%	2/2	100%	2/2	100%	1/2	50.0%	2/2	100%	0/2	0.0%
1	6/7	85.7%	2/7	28.6%	6/7	85.7%	2/7	28.6%	6/7	85.7%	2/7	28.6%
EYFS	8/9	88.9%	1/9	11.1%	4/9	44.4%	0/9	0.0%	4/9	44.4%	0/9	0.0%
WHOLE SCHOOL	48/56	85.7%	15/56	26.7%	39/56	69.6%	12/56	21.4%	45/56	80.4%	6/56	10.7%

WRITING

YEAR	ASPIRATIONAL TARGET				END OF YEAR LEVEL				PROGRESS			
	ARE		ARE+		ARE		ARE+		EXP		BETTER THAN EXP	
6	8/11	72.7%	2/11	18.2%	6/11	54.5%	0/11	0.0%	9/11	81.8%	0/11	0.0%
5	3/6	50.0%	0/6	0.0%	4/6	66.7%	0/6	0.0%	6/6	100%	2/6	33.3%
4	9/13	69.2%	3/13	23.1%	9/13	69.2%	3/13	23.1%	13/13	100%	2/13	15.4%
3	8/8	100%	5/8	62.5%	7/8	87.5%	3/8	37.5%	8/8	100%	3/8	37.5%
2	2/2	100%	1/2	50.0%	1/2	50.0%	1/2	50.0%	1/2	50.0%	0/2	0.0%
1	6/7	85.7%	1/7	14.3%	6/7	85.7%	0/7	0.0%	6/7	85.7%	0/7	0.0%
EYFS	7/9	77.8%	1/9	11.1%	3/9	33.3%	0/9	0.0%	3/9	33.3%	0/9	0.0%
WHOLE SCHOOL	43/56	76.8%	13/56	23.2%	36/56	64.3%	7/56	12.5%	45/56	80.4%	7/56	12.5%

MATHEMATICS

YEAR	ASPIRATIONAL TARGET				END OF YEAR LEVEL				PROGRESS			
	ARE		ARE+		ARE		ARE+		EXP		BETTER THAN EXP	
6	9/11	81.8%	2/11	18.2%	5/11	45.5%	0/11	0.0%	8/11	72.7%	0/11	0.0%
5	5/6	83.3%	1/6	16.7%	5/6	83.3%	1/6	16.7%	6/6	100%	2/6	33.3%
4	10/13	76.9%	3/13	23.1%	9/13	69.2%	2/13	15.4%	12/13	92.3%	0/13	0.0%
3	8/8	100%	2/8	25.0%	7/8	87.5%	1/8	12.5%	8/8	100%	0/8	0.0%
2	2/2	100%	1/2	50.0%	2/2	100%	1/2	50.0%	2/2	100%	0/2	0.0%
1	6/7	85.7%	3/7	42.9%	6/7	85.7%	2/7	28.6%	6/7	85.7%	2/7	28.6%
EYFS	8/9	88.9%	1/9	11.1%	3/9	33.3%	0/9	0.0%	3/9	33.3%	0/9	0.0%
WHOLE SCHOOL	48/56	85.7%	13/56	23.2%	37/56	66.1%	7/56	12.5%	45/56	80.4%	4/56	7.1%

COMBINED RWM

YEAR	ASPIRATIONAL TARGET				END OF YEAR LEVEL				PROGRESS			
	ARE		ARE+		ARE		ARE+		EXP		BETTER THAN EXP	
6	7/11	63.6%	2/11	18.2%	5/11	45.5%	0/11	0.0%	3/11	27.3%	0/11	0.0%
5	3/6	50.0%	0/6	0.0%	4/6	66.7%	0/6	0.0%	4/6	66.7%	1/6	16.7%
4	9/13	69.2%	2/13	15.4%	8/13	61.5%	2/13	15.4%	8/13	61.5%	0/13	0.0%
3	8/8	100%	2/8	25.0%	7/8	87.5%	1/8	12.5%	7/8	87.5%	0/8	0.0%
2	2/2	100%	1/2	50.0%	1/2	50.0%	1/2	50.0%	1/2	50.0%	0/2	0.0%
1	6/7	85.7%	1/7	14.3%	6/7	85.7%	0/7	0.0%	6/7	100%	0/7	14.3%
EYFS	7/9	77.8%	1/9	11.1%	3/9	33.3%	0/9	0.0%	3/9	33.3%	0/9	0.0%

Attendance 2020-21

		Overall	PP	Non PP
Attendance	National	95.8%	94.3%	96.3%
	Northwick Manor	97.97%	96.04%	98.16
Absence	National	4.2%	5.7%	3.7%
	Northwick Manor	1.5%	2.99	1.76
Unauthorised absence	National	1.1%	1.9%	0.9%
	Northwick Manor	0.39%	0.29	0.31
Persistent absence	National	8.7%	16.5%	5.8%
	Northwick Manor	2,45%	6.78%	1.35%

Quantitative and Qualitative measures (year group by year group):

NB Some of the planned activities/interventions were unable to be delivered as a result of Covid/lockdown.

Year group	Activity planned 2020-21	Impact Please note all quantitative measures are teacher assessment	Next steps
<p>Year 6</p> <p>11 pupils 1 SEND 1/10 joined Year 1 1/10 joined Year 6</p>	<p>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)</p> <p>Booster mathematics lessons twice weekly (3.15 -4.00pm)</p> <p>Additional mathematics set that focuses on basic skills and is in smaller groups</p> <p>Additional intervention groups led by class teacher</p> <p>1-1 homework support with TA</p> <p>Counselling input from internal staff and external agency staff</p> <p>Pupils with no access to devices to support home learning/ homework have been loaned a laptop</p>	<p>2 pupils targeted attained GD in reading (2/11)</p> <p>4/11 attended sessions; 2/11 improved their scaled scores from KS1 (end of year Year 6 SATs paper)</p> <p>6/11 pupils were in the 'Improving Skills' group; 4/6 improved their scaled score form KS1</p> <p>4/11 received input from trained counsellor; this enabled reintegration in to school post lockdown (attachment issues);</p> <p>All pupils had loan of device or access to own device; 10/11 engaged well with remote learning</p>	<p>N/A</p>

	<p>Music Therapy/ nurture group to support emotional well-being</p> <p>Additional precision teaching in R, W and M focused on learning needs with Teaching Assistants (predominantly with targeted LAPs)</p> <p>Reading comprehension and editing writing group with Teaching Assistants twice weekly (predominantly with targeted LAPs and MAPs)</p> <p>Regular tracking of Year 6 attendance</p> <p>Reading Detectives</p> <p>Pre-teach with Assistant HT</p> <p>Enrichment activities to increase cultural capital e.g. Workshops/ theatre visits etc.</p>	<p>Noticeable improvements in self-esteem</p>	
<p>Year 5</p> <p>6 pupils 4/6 SEND (MLD, BESD, SALT, ASD)</p> <p>1 PLAC</p> <p>1/6 joined in Year 1</p>	<p>Additional reading fluency groups with Teaching Assistants</p> <p>Additional HAP reading group concentrating on higher order thinking</p> <p>QFT in mathematics focusing on LAPs and cusp MAPs</p> <p>Pupils with no access to devices to support home learning/ homework have been loaned a laptop</p> <p>Regular tracking of Year 5 attendance</p> <p>Pre-teach with Assistant HT</p> <p>1-1 SPaG support from English lead</p>	<p>3/6 pupils targeted; 5/6 made expected progress; 1/6 made better than expected progress</p> <p>2/6 pupils targeted in HAP group. 1 of the targeted pupils made accelerated progress</p> <p>All pupils were loaned or had access to remote devices. 3/6 accessed remote learning, whilst the other 3/6 attended school during lockdown</p> <p>2/6 accessed pre-teach with AHT. 1 pupil now EXS in English</p> <p>1/1 support for PLAC with mentoring and</p>	<p>See 2021-22 planned programme in Part A</p>

	Enrichment activities to increase cultural capital e.g. Workshops/ theatre visits etc.	SPaG support weekly. SPaG score increased by 50% and transitions to Yr6 managed.	
<p>Year 4</p> <p>13 pupils</p> <p>2 joined in Year3 (1 with BESD)</p> <p>1 joined in Year 4</p> <p>3/13 SEND</p>	<p>Additional Teaching Assistant joins year group and focuses on reading skills i.e. decoding; synthetic phonics</p> <p>Additional Teaching Assistants takes pupils for pre- and post-teach sessions in writing e.g. review and edit</p> <p>Pupils with no access to devices to support home learning/ homework have been loaned a laptop</p> <p>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</p> <p>Music Therapy</p> <p>Enrichment activities to increase cultural capital e.g. Workshops/ theatre visits etc.</p>	<p>Additional 1-1 support resulted in difficulties delivering additional support due to TA deployed elsewhere</p> <p>All pupils loaned / had access to devices. 7/13 engaged with remote learning</p> <p>2/3 targeted MAPs assessed to be working within GD by the end of Yr 4.</p> <p>4/13 received music therapy resulting in greater confidence and engagement in class</p>	<p>See 2021-22 planned programme in Part A</p>
<p>Year 3</p> <p>9 pupils</p> <p>1/9 joined in Year 1</p>	<p>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</p> <p>Reading Detectives</p>	<p>7/9 pupils EXS or above at the end of the year. 1/9 made accelerated progress and judge GD. 1/9 targeted in Improving skills group</p>	<p>See 2021-22 planned programme in Part A</p>

	<p>Writing and spelling interventions</p> <p>1-1 homework support with TA</p> <p>Pupils with no access to devices to support home learning/ homework have been loaned a laptop</p> <p>Extra phonics booster sessions</p>	<p>2/9 targeted. 1 made accelerated progress from EYFS</p> <p>7/9 EXS or above in Writing. 3/8 judged to be working at GD</p> <p>All pupils loaned/ had access to devices. 8/9 engaged with remote learning and/or attended school during lockdown.</p> <ul style="list-style-type: none"> 1/1 Passed phonics retake 	
<p>Year 2</p> <p>1 pupil</p>	<p>Pupils targeted through QFT in R, W and M (especially higher attainers to ensure that they are on track)</p> <p>1-1 Music tuition</p> <p>Enrichment activities to increase cultural capital e.g. Workshops/ theatre visits etc.</p>	<p>1/1 judged GD in all areas</p> <p>Piano lessons have enabled 1-1 attention as well as motivation to learn new skill</p>	<p>See 2021-22 planned programme in Part A</p>
<p>Year 1</p> <p>7 pupils</p> <p>1 CIN</p> <p>1 BESD</p>	<p>Nurture/Self-esteem activities – Cooking/ Music</p> <p>Extra 1-1 sessions to maintain/ increase progress in reading. Resources to supplement home learning</p> <p>Pupils with no access to devices to support home learning/</p>	<p>All pupil engaged in 'nurture' activities where they were able to openly express feelings</p> <p>6/7 pupils ARE or above by the ned of the year. 2/7 made accelerated progress to be judged at GD</p> <p>All pupils had access to/ loaned devices. 3/7 pupils attended school during lockdown</p>	<p>See 2021-22 planned programme in Part A</p>

	<p>homework have been loaned a laptop</p> <p>Enrichment activities to increase cultural capital e.g. Workshops/ theatre visits etc.</p>		
<p>EYFS 7 Pupils 1 SEND</p>	<p>Extra 1-1 language/ reading sessions with adult.</p>	<p>5/7 expected in C & I 3/7 expected in Reading 2/7 expected in Writing</p>	<p>See 2021-22 planned programme in Part A See 2021-22 planned programme in Part A</p>

Further information (optional)

At Northwick Manor, we frequently review and revise our provision for our disadvantaged pupils. We monitor their progress regularly and if planned action is not impacting on outcomes, we change planned actions immediately.

At times, we may include pupils who are not disadvantaged, but are not on track to meet expected outcomes, in some of our intervention groups if we think it will not have a detrimental impact on our disadvantaged pupils.

Glossary

Abbreviations	Meaning
SIB	School Improvement Board
MAT	Multi Academy Trust
ARE	Age Related Expectation
ARE+	Above Age Related Expectations
RWM	Reading, Writing, Mathematics
SEND	Special Educational Needs and Disabilities
PP	Pupil premium
SAT	Standard Assessment Test
EYFS	Early Years Foundation Stage
KS1	Key Stage 1
KS2	Key Stage 2
PSC	Phonics Screening Check
GD	Greater Depth
AH	Assistant Head teacher