



Northwick Manor Primary School

Our Pupil Premium Strategy 2018-19



Summary Information					
School	Northwick Manor Primary School				
Academic Year	2018-19	Total PP budget	£87,000	Date of most recent PP Review	March 19 th 2018
Total number of Pupils	649	Number of pupils eligible for PP	55 (8.5%)	Date for next internal review of this strategy	March 2020

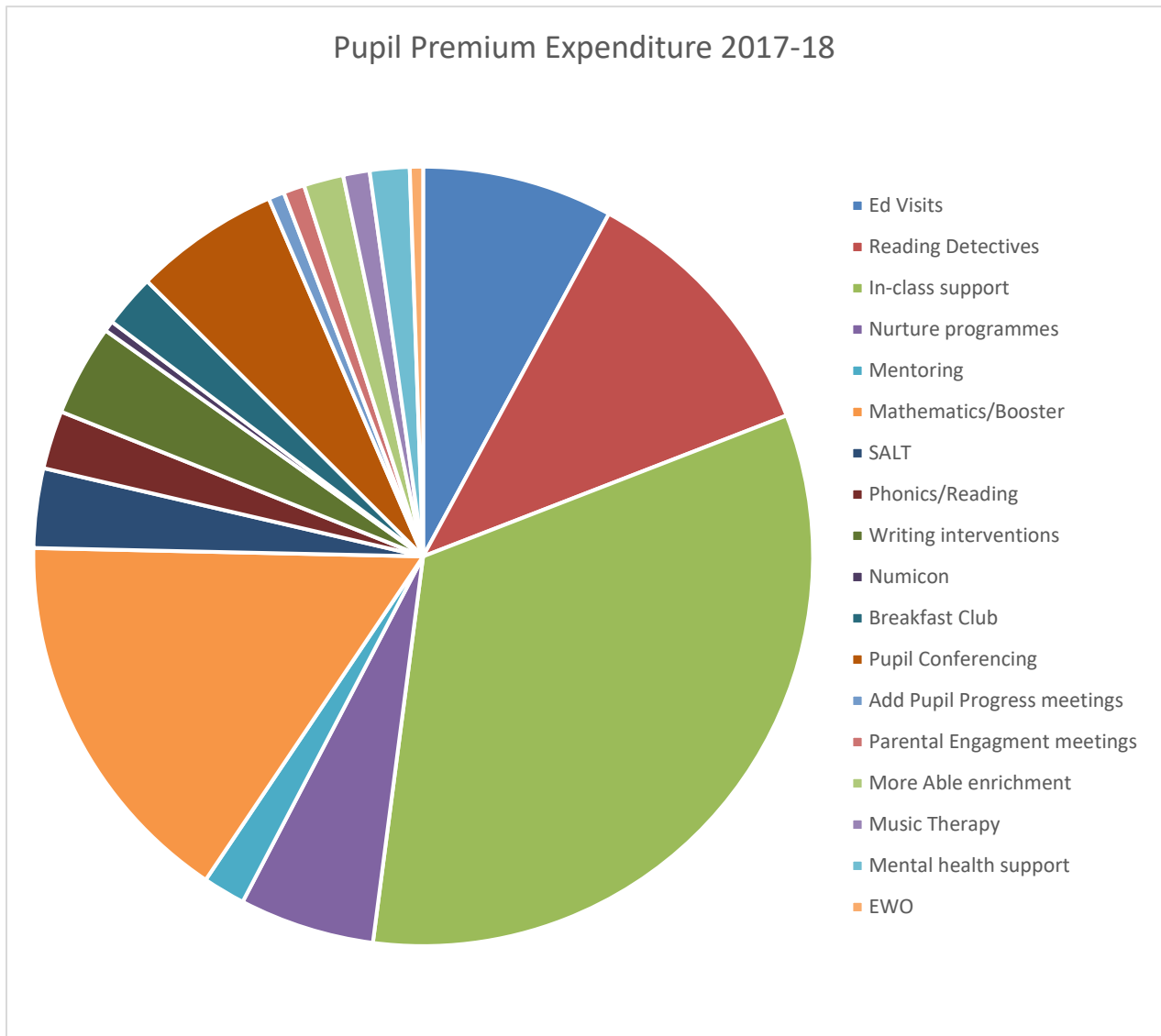
How did Northwick Manor spend its Pupil Premium allocation during 2017-18?

2017-18 Allocation: £75,240 (planned) Actual: £91,100

Expenditure activities	Cost
Educational Visits	7200
Reading Detectives	10250
In-class support (MW, BH Teachers) (Learning Assistants)	23,000 7,000
Nurture programmes	5100
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	400
Breakfast Club	2000
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	1500
Music therapy	1000
Mental Health support	1500

Total Spend: £91,100 (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)



What was the impact of the expenditure during 2017-18 on eligible pupils and other pupils in our school?

NB Numbers of eligible pupils increased throughout the year. 63 pupils were eligible by the end of the year.

Attendance 2017-18:

National		Overall	FSM	Non FSM
	Attendance	95.8%	93.8%	96.2%
	Absence	4.2%	6.2%	3.8%
	Unauthorised absence	1.0%	3.0%	0.8%
	Persistent absence*	9.6%	19.7%	7.6%

School		Overall	FSM	Non FSM	Ever 6	Non PP
	Attendance	97.0%	94.9%	97.1%	95.2%	97.2%
	Absence	2.8%	4.2%	2.7%	4.3%	2.7%
	Unauthorised absence	0.8%	1.6%	0.7%	1.5%	0.7%
	Persistent absence*	3.0%	14.3%	2.4%	9.8%	2.5%

Whilst Northwick Manor's attendance data compares favourably to national figures, there is still an in-house gap between disadvantaged and non-disadvantaged pupils (2.2%). All pupils whether they are PP or not (but especially if they are PP) are targeted if their attendance drops below 93% and the EWO becomes involved. 61.3% of the disadvantaged pupils had an attendance rate of over 93%. The remainder, who had attendance rates of below 93% (and accounts for the high % of persistent absentees) received letters and support from school or had EWO involvement. 7 of the pupils with very poor attendance have joined NMPS since KS1 and their parents have been harder to engage in supporting good attendance and seeing the direct correlation with strong outcomes. We are closely monitoring the attendance of these persistent absentees during 2018-19 and improved attendance is already noticeable i.e. Out of the 53 pupils eligible for PP 2018-19, 75.8% (40/53) have already improved their attendance between September 2018 and the end of January 2019. The EWO targeted 5 families during 2017-18, 4 of which were families of PP pupils. Her input has impacted significantly on 50% (2/4) of this group.

Assessment information: Quantitative measurable impact (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	Measure	Nat Overall	PP	non PP
	GLD	72%	57%	74%
	Expected+ in all CLL	Not available		
	Expected+ in all PD			
	Expected+ in all PSED			
	Expected+ in all Lit			
	Expected+ in all Maths			
	Expected+ in all UTW			
	Expected+ in all EAD			

School (5 pupils) 0/5 SEND	Measure	School all	PP	non PP
	GLD	84% (75/89)	80% (4/5)	85% 71/84
	Expected+ in all CLL	92% 82/89	80% (4/5)	93% 78/84
	Expected+ in all PD	91% 81/89	100% (5/5)	91% 76/84
	Expected+ in all PSED	93% 83/89	100% (5/5)	93% (78/84)
	Expected+ in all Lit	86.5% 77/89	100% (5/5)	86% (72/84)
	Expected+ in all Maths	92% 82/89	100% (5/5)	92% (77/84)
	Expected+ in all UTW	93% 83/89	100% (5/5)	93% (78/84)
	Expected+ in all EAD	95.5% 85/89	100% (5/5)	95.5% (80/84)

Year 1 Phonics: (Current Year 2)

National		National Overall	PP	non PP
	Y1 working at or above the threshold		82%	72%

School (6 pupils) 1/6 SEND		All	PP	non PP
	No of pupils	120	6	114
	Y1 working at or above the threshold	91% (109)	67% (4)	92% (105)

KS1: (Current Year 3)

National		National Overall	PP	non PP
	Expected+ RWM	65%		
	Greater depth RWM	12%		
	Expected+ Reading	75%	62%	79%
	Greater depth Reading	26%	14%	29%
	Expected+ Writing	70%	55%	74%
	Greater depth Writing	16%	8%	18%
	Expected+ Maths	76%	63%	80%
	Greater depth Maths	22%	12%	25%
	Expected+ Science	83%	71%	86%

School (6 pupils) 4/6 SEND		All	PP	non PP
	Number of pupils	89	6	83
	Expected+ RWM	78% (69)	17% (1)	82% (68)
	Greater depth RWM	28% (25)	0% (0)	30% (25)
	Expected+ Reading	87% (77)	33% (2)	90% (75)
	Greater depth Reading	45% (40)	0% (0)	48% (40)
	Expected+ Writing	80% (71)	17% (1)	84% (70)
	Greater depth Writing	29% (26)	0% (0)	31% (26)
	Expected+ Maths	87% (77)	50% (3)	89% (74)
	Greater depth Maths	42% (37)	0% (0)	45% (37)
	Expected+ Science	91% (81)	67% (4)	93% (77)

- 67% of this group have MLD, BESD, SALT and ASD. This is one of our weakest PP cohorts, especially in Literacy. They are being targeted in Year 3 as a PP pupil and also as LAPs i.e. to make accelerated progress.

KS2:

National		National Overall	PP	non PP
	Number of pupils			
	Expected + RWM combined	64%	51%	70%
	High score RWM combined	10%	4%	12%
	Expected + Reading	75%	64%	80%
	High score Reading	28%	18%	33%
	Reading Av. scaled score	105	103	106
	Expected + Writing TA	78%	67%	83%
	Greater depth Writing TA	20%	11%	24%
	Expected + Maths	76%	64%	81%
	High score Maths	24%	14%	28%
	Maths Av. scaled score	104	102	105
	Expected + GPS	78%	67%	82%
	High score GPS	34%	24%	39%
	GPS Av. scaled score	106	104	107
	Expected + Science TA	82%		

School (16 Pupils) 5/15 SEND		All	PP	non PP
	Number of pupils	87	16	71
	Expected + RWM combined	69% (60)	56% (9)	72% (51)
	High score RWM combined	20% (17)	6% (1)	22.5% (16)
	Expected + Reading	79% (69)	62.5% (10)	83% (59)
	High score Reading	40% (35)	6% (1)	48% (34)
	Reading Av. scaled score	107.1	102.9	108.1
	Expected + Writing TA	83% (72)	75% (12)	85% (60)
	Greater depth Writing TA	31% (27)	6% (1)	37% (26)
	Expected + Maths	80% (70)	63% (10)	85% (60)
	High score Maths	33% (29)	13% (2)	38% (27)
	Maths Av. scaled score	106.0	102.6	106.7
	Expected + GPS	85% (74)	75% (12)	87% (62)
	High score GPS	44% (38)	25% (4)	48% (34)
	GPS Av. scaled score	108	105.1	108.6
	Expected + Science TA	88.5% (77)	81% (13)	90% (64)

Focus for end of KS2 groups is to increase the percentages working at greater depth/attaining a High Score

Individual Pupil KS2 Scores	Reading progress score	Writing progress score	Mathematics progress score
Pupil 1 (Y6)	0.55	-1.69	-0.94
Pupil 2 (Y4)	-5.14	-5.76	-3.55
Pupil 3	6.34	4.36	5.67
Pupil 4	-1.64	-12.46	3.35
Pupil 5	-1.72	-2.61	6.68
Pupil 6 (Y6)	-11.61	-3.90	-12.03
Pupil 7	-6.7	0.84	-2.05
Pupil 8 (Y4)	-14.64	-12.46	-11.65
Pupil 9 (Y5)	7.08	3.58	3.6
Pupil 10	-1.2	-0.15	-10.46
Pupil 11	-5.2	-0.15	2.54
Pupil 12 (Y4)	1.3	0.84	-1.05
Pupil 13 (Y5)	0.91	-1.42	-4.85
Pupil 14	0.28	-2.61	0.68
Pupil 15	-0.55	2.85	6.13
Pupil 16	3.08	3.58	0.6
Average	-1.80	-1.70	-1.08

Attended NMPS since EYFS Joined NMPS since Year 4

Attended mathematics booster sessions

Progress measures for PP pupils are lower than non-disadvantaged and this needs to improve in 2018-19. One issue is that as a result of lower numbers within each cohort, each child is worth a high percentage compared to national and if pupils make very limited progress and have a low progress measure i.e. -14.66, then it skews the data. This is not an excuse but it does have an effect. Ultimately - we need to improve progress rates for **ALL PP pupils** so that they compare favourably to national and non-disadvantaged pupils in-house. The table above demonstrates the range of progress measures for 2018 and also the increased mobility of this group of learners which also makes a difference to outcomes e.g. 6/16 pupils joined NMPS since Year 4 and 2/16 in Year 6.

Impact of activities:

Activities	Impact - what was good value for money? (Quantitative and Qualitative measures)
Educational Visits	<p>All disadvantaged pupils benefitted from external educational enrichment activities.</p> <p>69% (11/16) pupils in Year 6 took part in the week long fully 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>80% (12/15) attended the Year 4 fully funded residential trip to Malvern outdoor Education Centre where pupils were able to strengthen skills of resilience, risk taking and responsibility. This particular cohort (currently Year 5) also find making and sustaining relationships difficult</p>
Reading Detectives	<p>Pupils receive sessions in school with LAs 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>22 PP pupils took part in the programme. On average, pupils improved their reading age by 5.5 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>
In-class support	<p><u>Impact in Years 4, 5 and 6:</u></p> <p><u>Year 6:</u> % of RWM combined at the end of KS2 56% (9/16) (National 51%) - focus was on pupils who at the end of Year 5 were attaining 2/3 in R, W and M</p> <p>The % of these pupils who attained RWM combined at the end of Year 5 was 21% (3/14) thus demonstrating impact of this focus in Year 6.</p>

	<p><u>Year 5</u>: 75% (6/8) attained ARE in Reading - focus on higher level comprehension skills; 63% (5/8) attained ARE in writing - focus on 'talk for writing' and increasing detail and improving sentence structure</p> <p><u>Year 4</u>: 13/14 sustained trajectory progress rates from KS1 (3/14 are being targeted to make accelerated progress during Year 5).</p>
Nurture programmes/Music Therapy	<p>Noticeably improved attitudes to learning. See quotes from Nurture cooking and Music Therapy (BH).</p> <p>Examples:</p> <p>'Singing makes me feel good. It makes me more confident when I go back to class I feel I can do anything.' (EW Yr1)</p> <p>'We have lots of fun when we cook...it helps us to concentrate as well as feel responsible for the younger children. It is also good to have finished something when I don't always in class'. (AN Yr4)</p>
Mentoring and Learning support	<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>
Mathematics intervention (including Years 5/6 breakfast booster sessions)	<p>Accelerated progress of 67% of the pupils targeted for booster mathematics in Year 6 (3.04 excluding outliers who joined NMPS in KS2)</p> <p>Increased confidence levels of pupils targeted in Year 5 from May until the end of the year in readiness for Year 6</p>
SALT	<p>Pupils leaving EYFS improved SAL skills that impact positively in KS1. e.g. 2/6 pupils received input that impacted positively on both pupils. See data for Phonics and reading support below.</p>
Phonics and reading support	<p>100% (5/5) of pupils in EYFS achieved 'expected' in the literacy elements of Development Matters.</p> <p>67% (4/6) achieved the threshold in the Year 1 phonics screening test</p>
Writing interventions	<p>Improved writing outcomes: 75% (12/16) of Year 6 pupils attained ARE in writing 2017-18. Only 29% (4/14) of the same group achieved ARE in writing at the end of Year 5 in 2016-17.</p>

Numicon	Improved mathematics outcomes for pupils who struggle with more abstract mathematics. CPA continues to be a focus for 2018-19 End of 2017 to end of 2018 comparisons ARE or better: Year 5: 36% to 50% Year 6: 36% to 63%
Breakfast Club	Pupils attending BC start the day with positive attitudes - impacts positively on learning. Some pupils with EBD are targeted as are pupils who are frequently late
Pupil Conferencing	Pupils taking more responsibility for their learning; Pupils clear on what they need to get better at learning
Additional PP Pupil Progress meetings (staff release time)	Focussed attention on PP pupils - what action do we need to put in place to improve outcomes?
Parental Engagement meetings (staff release time)	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
More Able enrichment activities	Enrichment activities have served to extend pupil life experiences (see record of activities). This has impacted positively at classroom level with pupil writing: see 2018-19 Year 6 targets e.g. writing target 70% ASP target 80% - the standard of writing of these pupils at the end of Year 5 demonstrates the impact of these enrichment activities. This bodes well for end of Year 6 outcomes.

Pupil Premium 2018-19

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 6.6% and 20%, 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 (15/63 24% - end of year - predominantly in Years 2, 4 and 6), 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 (see data from Pupil Premium survey focussing on learning attitudes 2018).
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 limiting 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
Year 6	10 pupils 2/10 SEND 4/10 joined in KS2; 2/10 joined in Year 5	<ul style="list-style-type: none"> • Specific SEND issues: BESD that impacts on learning; SALT and MLD • Lower parental capacity to support at home i.e. homework, additional learning etc. • Recurring issues out of school that impact on resilience • Low self-esteem and self-belief (including some of the higher attainers) • Gaps in mathematics learning • Less well developed higher order reading comprehension skills 	<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 for a High Score) • Additional precision teaching in R, W and M focused on learning needs with PP teacher and/or Learning Assistants (predominantly with cusp MAPs and targeted LAPs) • Additional writing at greater depth input with PP teacher weekly • Counselling input from internal staff and external agency staff • Booster mathematics lessons twice weekly (8.15-9am) • Booster Reading skills twice weekly (8.30-9am) • Additional mathematics set that focuses on basic skills and is in smaller groups
Year 5	15 pupils 4/15 SEND 3/15 joined since KS2	<ul style="list-style-type: none"> • Specific SEND issues: BESD that impacts on learning; MLD, ASD, SALT • Emotional issues and in particular anxiety that impacts on learning • Recurring issues out of school that impact on learning daily 	<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) • Additional reading input with LAPs from additional PP teacher focussing on use of

		<ul style="list-style-type: none"> • Poor reading skills; inability to decode at speed • Attendance and lateness • Low confidence levels that means that they are averse to taking risks with their learning (and this prevents a few of them accessing higher order reading skills which means that very few are on track for a High Score in R, W or M) • Inability to retain basic skills within mathematics which means that they cannot access the Year 5 mathematics curriculum • Lower parental capacity to support at home i.e. homework, additional learning etc. 	<p>modified texts and guided reading sessions to consolidate understanding</p> <ul style="list-style-type: none"> • Additional mathematics set that focuses on basic skills and is in smaller groups • Music Therapy to support emotional well-being • Pre-teach groups in English and mathematics • Additional precision teaching in R, W and M focused on learning needs with Learning Assistants (predominantly with targeted LAPs) • Reading comprehension and editing writing group with Learning Assistants twice weekly (predominantly with targeted LAPs and MAPs) • Regular tracking of Year 5 attendance and EWO involvement • Reading Detectives
Year 4	9 pupils 1 SEND 1/9 joined Year 1	<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. 	<ul style="list-style-type: none"> • Additional handwriting sessions with PP teacher and/or Learning Assistants • PP teacher supports identified pupils in class in English lessons • Additional reading fluency groups with Learning Assistants • Additional HAP reading group concentrating on higher order thinking • QFT in mathematics focusing on LAPs and cusp MAPs

		<ul style="list-style-type: none"> 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"> Regular tracking of Year 4 attendance and EWO involvement
Year 3	6 pupils 4/6 SEND (MLD, BESD, SALT, ASD) 1/6 joined in Year 1	<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 Learning Assistant joins year group and focuses on reading skills i.e. decoding; synthetic phonics Additional Learning Assistants takes pupils for pre- and post-teach sessions in writing e.g. review and edit PP teacher supports with emotional needs and fine motor skills Reorganisation 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 Music Therapy
Year 2	7 pupils 1/7 SEND	<ul style="list-style-type: none"> Lower parental capacity to support at home i.e. homework, additional learning etc. this is the case with 3/7 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) 	<ul style="list-style-type: none"> Reorganisation 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

		<ul style="list-style-type: none"> • Inability to retain basic skills within mathematics which means that they cannot access the Year 2 curriculum (2/7) • Poorer reading skills that limits their access to the curriculum and slows their comprehension 	
Year 1	7 pupils 1/7 joined in Year 1	<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 continue to make accelerated progress and don't allow any external factors to mitigate their learning development i.e. attendance etc. 	<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) • Additional precision teaching in R, W and M focused on learning needs with PP teacher and/or Learning Assistants (predominantly with targeted LAPs)
EYFS	1 pupil	<ul style="list-style-type: none"> • Increased confidence levels and sustain string learning attitudes 	<ul style="list-style-type: none"> • Nurture/Self-esteem activities

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 2018-19, 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

1. Continue to recruit high quality teachers and learning assistants to deliver effective Quality First Teaching for all
2. Build in additional support by 2 qualified teachers either at class level or focussed individual/group support (i.e. support in Years 4,5 and 6 from Matt Wilson; support in Years 1, 2 and 3 from Bob Harris)
3. 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
4. Continue to develop CPD programmes for learning assistants so that all intervention programmes are delivered by highly effective personnel
5. Continue to plan interventions programmes that will impact on other pupils not just Pupil Premium pupils i.e. Breakfast Booster mathematics sessions for Years 5 and 6
6. Monitor attendance of Pupil Premium pupils more regularly and target all pupils to have an attendance record in excess of 97%
7. 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
8. Continue to think creatively about how we organise teaching groups e.g. focused grouping in Years 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
9. Provide additional learning assistants support in Year groups where PSED and ESBD levels are a barrier to good or better learning

10. 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
11. Initiatives suggested and launched by the LA Virtual Head teacher in Worcestershire
12. SENDCo attend relevant mental health training to enable us to better support pupils and access CAMHS more readily.

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 2018-19

How will we measure outcomes for Pupil Premium pupils?

Quantitative:

2018-19 Targets for Pupil Premium pupils

R Further action required; **A** Monitor closely; **G** On track

% Working at ARE and ARE+:

YEAR GROUP	READING	WRITING	MATHEMATICS	RWM
	Target/ASP	Target/ASP	Target	Target/ASP
YEAR 6 (10 pupils) (1 SEND)	80% (8/10)/ 90% (9/10)	70% (7/10) 80% (8/10)	80% (8/10)	70% (7/10) 80% (8/10)
YEAR 2 (7 pupils) (1 SEND)	71% (5/7)/ 86% (6/7)	71% (5/7)	86% (6/7)	57% (4/7)
EYFS (1 Pupil) (0 SEND)	100% (1/1)	100% (1/1)	100% (1/1)	100% (1/1)

% Working at Greater Depth

YEAR GROUP	READING	WRITING	MATHEMATICS	RWM
	Target/ASP	Target/ASP	Target	Target
YEAR 6 (10 pupils) (1 SEND)	60% (6/10)	40% (4/10)	40% (4/10)	30% (3/10)
YEAR 2 (7 pupils) (1 SEND)	29% (2/7)	29% (2/7)	29% (2/7)	29% (2/7)
EYFS (1 Pupil) (0 SEND)	100% (1/1)	100% (1/1)	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
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 in March 2020.