

Northwick Manor Primary School

Our Pupil Premium Strategy 2017-18

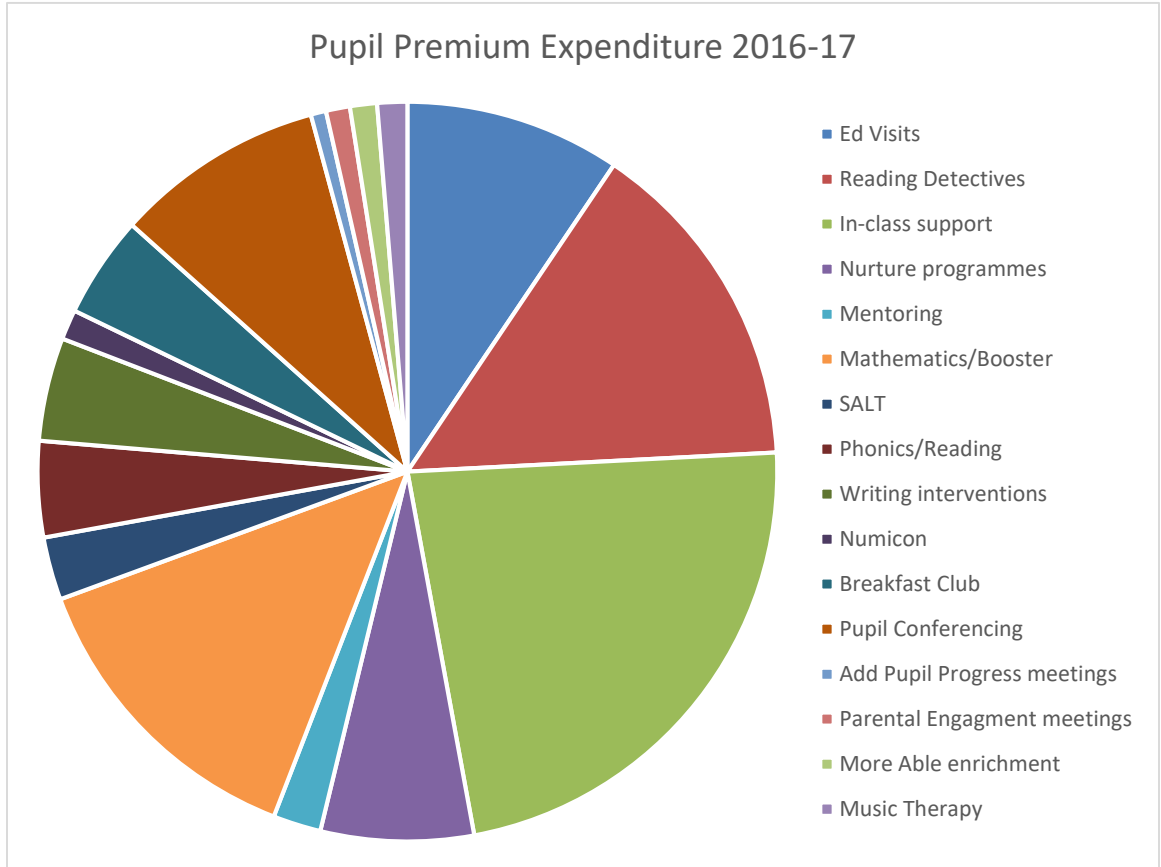
Summary Information					
School	Northwick Manor Primary School				
Academic Year	2017-18	Total PP budget	£75,240	Date of most recent PP Review	N/A
Total number of Pupils	652	Number of pupils eligible for PP	55 (8.44%)	Date for next internal review of this strategy	March 19 th 2018

How did Northwick Manor spend its Pupil Premium allocation during 2016-17?

2016-17 Allocation: £74,220

Expenditure activities	Cost
Educational Visits	7200
Reading Detectives	11250
In-class support	17500
Nurture programmes	5100
Mentoring and Learning support	1600
Mathematics intervention (including Years 5/6 breakfast booster sessions)	10310
SALT	2100
Phonics and reading support	3200
Writing interventions	3450
Numicon	300
Breakfast Club	3200
Pupil Conferencing	7000
Additional PP Pupil Progress meetings (staff release time)	510
Parental Engagement meetings (staff release time)	800
More Able enrichment activities	1100
Music therapy	1000

Pupil Premium Expenditure 2016-17



What was the impact of the expenditure during 2016-17 on eligible pupils and other pupils in our school?

Attendance 2016-17:

National		Overall	PP	non PP
	Attendance	96.0%	94.1%	96.4%
	Absence	4.0%	5.9%	3.6%
	Unauthorised absence	0.9%	1.8%	0.7%
	Persistent absence*	8.7%	17.9%	6.8%

School		Overall	PP	non PP
	Attendance	96.9%	96.0%	97.0%
	Absence	2.5%	3.0%	2.5%
	Unauthorised absence	0.6%	1.0%	0.5%
	Persistent absence*	3.8%	1.1%	2.7%

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:

National	Measure	Nat Overall	PP	non PP
	GLD	71%	56%	73%
	Expected+ in all CLL	82%		
	Expected+ in all PD	88%		
	Expected+ in all PSED	85%		
	Expected+ in all Lit	73%		
	Expected+ in all Maths	78%		
	Expected+ in all UTW	84%		
	Expected+ in all EAD	87%		

School (6 pupils) 1/6 SEND	Measure	School all	PP	non PP
	GLD	79%	50%	80%
	Expected+ in all CLL	76%	67%	91%
	Expected+ in all PD	78%	100%	93%
	Expected+ in all PSED	86%	100%	90%
	Expected+ in all Lit	86%	50%	88%
	Expected+ in all Maths	84%	83%	88%
	Expected+ in all UTW	83%	100%	92%
	Expected+ in all EAD	75%	83%	91%

- *These pupils currently in Year 1 are being targeted for additional literacy support*

Year 1 Phonics:

National		National Overall	PP	non PP
	No of pupils	612660	119447	493213
	Y1 working at or above the threshold	81%	68%	84%

School 3/5 SEND		National Overall	PP	non PP
	No of pupils	90	5	85
	Y1 working at or above the threshold	84%	20%	88%

- 60% of this group have MLD, BESD, SALT and ASD

KS1:

National		National Overall	PP	non PP
	Number of pupils	595485	118,005	477,013
	Expected+ RWM	64%		
	Greater depth RWM	11%		
	Expected+ Reading	76%	61%	79%
	Greater depth Reading	25%	13%	28%
	Expected+ Writing	68%	52%	72%
	Greater depth Writing	16%	7%	18%
	Expected+ Maths	75%	60%	79%
	Greater depth Maths	21%	10%	23%
	Expected+ Science	83%	69%	86%

School 1/8 SEND		All	PP	non PP
	Number of pupils	90	8	82
	Expected+ RWM	74%	63%	76%
	Greater depth RWM	28%	25%	28%
	Expected+ Reading	84%	75%	85%
	Greater depth Reading	49%	25%	51%
	Expected+ Writing	77%	63%	78%
	Greater depth Writing	36%	25%	37%
	Expected+ Maths	83%	75%	84%
	Greater depth Maths	37%	25%	38%
	Expected+ Science	87%	88%	87%

- Focus for this group is to close the in-house gap between PP and non-PP and sustain good attainment in Year 3 and through KS2

KS2:

National		National Overall	PP	non PP
	Number of pupils	511801		
	Expected + RWM combined	61%	48%	67%
	High score RWM combined	9%	4%	11%
	Expected + Reading	71%	60%	77%
	High score Reading	25%	14%	29%
	Reading Av. scaled score	104.1	101	105.3
	Expected + Writing TA	76%	66%	81%
	Greater depth Writing TA	18%	10%	21%
	Expected + Maths	75%	63%	80%
	High score Maths	23%	13%	27%
	Maths Av. scaled score	104.2	102	105.3
	Expected + GPS	77%	66%	82%
	High score GPS	31%	21%	36%
	GPS Av. scaled score	106.0	104	107.0
	Expected + Science TA	82%		86%

		All	PP	non PP
School 2/11 SEND	Number of pupils	90	11	79
	Expected + RWM combined	72%	45%	76%
	High score RWM combined	18%	0%	20%
	Expected + Reading	84%	64%	87%
	High score Reading	32%	9%	35%
	Reading Av. scaled score	106.9	103	107.5
	Expected + Writing TA	83%	55%	87%
	Greater depth Writing TA	24%	0%	28%
	Expected + Maths	86%	73%	87%
	High score Maths	30%	9%	33%
	Maths Av. scaled score	106.5	102.5	107.1
	Expected + GPS	91%	91%	91%
	High score GPS	37%	18%	39%
	GPS Av. scaled score	108.0	105.4	108.5
	Expected + Science TA	88%	64%	84%

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

Impact of activities:

Activities	Impact - what was good value for money? (Quantitative and Qualitative measures)
Educational Visits	
Reading Detectives	KS1 ARE National 61% School 75% KS1 ARE+ National 13% School 25% KS2 ARE National 60% School 64%
In-class support	End of year outcomes strong for KS1 and reading and mathematics in KS2 compared to national
Nurture programmes	
Mentoring and Learning support	Pupils taking more responsibility for their learning; Pupils clear on what they need to get better at learning
Mathematics intervention (including Years 5/6 breakfast booster sessions)	KS2 ARE National 63% School 73%
SALT	Pupils leaving EYFS improved SAL
Phonics and reading support	KS1 outcomes strong

Writing interventions	KS1 outcomes strong KS2 SPaG outcomes strong for ARE
Numicon	KS1 outcomes strong
Breakfast Club	Pupils attending BC start the day with positive attitudes - impacts positively on learning
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)	Engaging harder to reach parents - impact at home
More Able enrichment activities	KS1 outcomes

Progress from their starting points:

Taken from the School's Inspection Handbook (December 2017):

Inspectors will take particular account of the progress made by disadvantaged pupils from their starting points. They will consider the progress made by the end of the key stage compared with that made nationally by other pupils with similar starting points. Inspectors must review carefully what data is meaningful and avoid focusing on the performance of small groups where assessment information is less reliable.

Pupil Premium 2017-18

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?

1. Some of our Pupil Premium pupils join EYFS with lower starting points than non-disadvantaged pupils, especially lower PSED levels and lack the maturity and independence levels to sustain longer periods of learning.
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. 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. At times, our Pupil Premium pupils have lower levels of CL (Communication and Language) upon entry to EYFS and their baseline scores in this area are often lower than non-disadvantaged pupils. This impacts upon their progress in reading and writing compared to non-disadvantaged pupils.
8. 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.

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, during 2017-18, we will spend the Pupil Premium allocation in the following ways in order to minimise and eradicate the barriers outlined above:

1. Continue to recruit high quality teachers and teaching 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 teaching 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 96%
7. Use extra-curricular activities as enrichment activities for More Able pupils and also as a motivational tool e.g. older pupils acting as coaches in rugby/tots sessions to boost self-esteem and promote positive attitudes to learning
8. Continue to think creatively about how we organise teaching groups e.g. creating an extra mathematics group in Year 6 (where there is a larger number of PP pupils) where mathematics attainment is poorer to create smaller groups and to concentrate support in the parallel groups with pupils on track to attain age-related expectation
9. Provide additional teaching assistant support in Year groups where PSED and EBD 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

PLEASE READ THIS IN CONJUNCTION WITH OUR SDP 2017-18

How will we measure outcomes for Pupil premium pupils?

2017-18 Targets for Pupil Premium pupils

YEAR GROUP	% ATTAINING ARE+				% WORKING AT GREATER DEPTH			
	READING	WRITING	MATHEMATICS	RWM	READING	WRITING	MATHEMATICS	RWM
YEAR 6 (14 pupils) (5/14 SEND)	78.6	64.3	78.5	64.3	21.4	7.1	14.3	7.1
YEAR 5 (8 pupils) (2/8 SEND)	75	75	75	75	62.5	37.5	50	37.5
YEAR 4 (11 pupils) (2/11 SEND)	72.7	63.6	36.4	36.4	18.2	0	9.1	0
YEAR 3 (7 pupils) (1/7 SEND)	71.4	64.3	71.4	57.1	42.8	14.3	14.3	14.3
YEAR 2 (6 pupils) (3/6 SEND)	50	33.3	66.7	33.3	16.7	16.7	16.7	16.7
YEAR 1 (6 pupils) (1/6 SEND)	66.6	66.6	83.3	66.6	16.7	0	0	0

The Pupil Premium Strategy for Northwick Manor Primary School will be reviewed in March 2018.