

Northwick Manor Primary School

Our Pupil Premium Strategy 2016-17

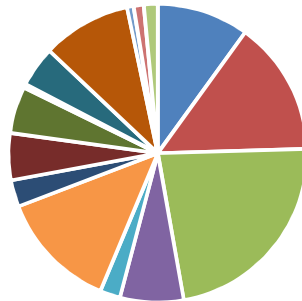
Summary Information					
School	Northwick Manor Primary School				
Academic Year	2016-17	Total PP budget	£74,220	Date of most recent PP Review	N/A
Total number of Pupils	654	Number of pupils eligible for PP	61 (9.3%)	Date for next internal review of this strategy	February 2017

How did Northwick Manor spend its Pupil Premium allocation during 2015-16?

2015-16 Initial Allocation: £66,000 (Budget: £72,750; CFR income figure: £78,594.80)

Expenditure activities	Cost
Educational Visits	7250
Reading Detectives	10600
In-class support	16500
Nurture programmes	5000
Mentoring and Learning support	1600
Mathematics intervention (including Years 5/6 breakfast booster sessions)	9390
SALT	2100
Phonics and reading support	3700
Writing interventions	3700
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

Pupil Premium Expenditure 2015-16



- Ed Visits
- Nurture programmes
- SALT
- Numicon
- Pupil Progress meetings
- Reading Detectives
- Mentoring
- Phonics/Reading
- Breakfast Club
- Parental Engagement meetings
- In-class support
- Mathematics interventions
- Writing interventions
- Pupil Conferencing
- More Able enrichment activities

What was the impact of the expenditure during 2015-16 on eligible pupils and other pupils in our school?

Assessment information: Quantitative measurable impact

KS1:

KS1 Attainment of groups national benchmarks 2015-2016					
	National Overall	Boys	Girls	Disadv	Non Disadv
Expected+ Reading	74%	70%	78%	60%	78%
Greater depth Reading	24%	20%	27%	12%	27%
Expected+ Writing	65%	59%	73%	50%	70%
Greater depth Writing	13%	10%	17%	6%	16%
Expected+ Maths	73%	72%	74%	58%	77%
Greater depth Maths	18%	19%	16%	9%	20%
Expected+ Science	82%	79%	84%	69%	85%

KS1 Attainment of NMPS groups 2015-2016					
	National Overall	Boys	Girls	Disadv	Non Disadv
Expected+ Reading	83% (75)	81% (43)	86% (32)	67% (6)	85% (69)
Greater depth Reading	46% (41)	45% (24)	46% (17)	22% (2)	48% (39)
Expected+ Writing	71% (64)	66% (35)	78% (29)	67% (6)	72% (58)
Greater depth Writing	34% (31)	30% (16)	41% (15)	0% (0)	38% (31)
Expected+ Maths	74% (67)	75% (40)	73% (27)	33% (3)	79% (64)
Greater depth Maths	32% (29)	38% (20)	24% (9)	11% (1)	35% (28)
Expected+ Science	83% (75)	77% (41)	92% (34)	67% (6)	85% (69)

NB Please note that as only 9 pupils in Year 2 were entitled to the pupil Premium grant, each pupil is worth 11.1% and so this needs to be considered when comparing with national figures.

1. Pupil Premium pupils at NMPS compare favourably with national data in reading and writing and more able disadvantaged pupils do well in reading at NMPS.
2. Pupil Premium pupils compare less favourably with national figures in mathematics. 33% (3 pupils) in this group who did not attain age-expected in mathematics are also EAL and SEND pupils.
3. It appears that NMPS compare slightly less favourably to national figures in science but these figures need to be compared with caution as there has been no national moderation of teacher assessment for science.

KS2:

KS2 Attainment of groups national benchmarks 2015-2016					
	National Overall	Boys	Girls	Disadv	Non Disadv
Expected + RWM combined	53%	49%	57%	39%	60%
High score RWM combined	5%	5%	6%	2%	7%
Expected + Reading	66%	62%	70%	53%	71%
High score Reading	19%	16%	22%	10%	23%
Reading Av. scaled score	102.6	101.8	103.4	99.9	103.8
Expected + Writing TA	74%	68%	81%	64%	79%
Greater depth Writing TA	15%	11%	19%	8%	18%
Expected + Maths	70%	70%	70%	57%	75%
High score Maths	17%	18%	15%	9%	20%
Maths Av. scaled score	103.0	103.3	102.8	100.7	104.1
Expected + GPS	72%	67%	78%	61%	78%
High score GPS	22%	18%	27%	14%	27%
GPS Av. scaled score	104.0	103.0	105.0	101.7	105.0
Expected + Science TA	81%	79%	83%	71%	85%

KS2 Attainment of NMPS groups 2015-2016						
	Worcs overall	NMPS Overall (85)	Boys (51)	Girls (34)	Disadv (7)	Non Disadv (78)
Expected + RWM combined	47%	53% (45)	49% (25)	59% (20)	29% (2)	55% (43)
High score RWM combined	5%	7% (6)	6% (3)	9% (3)	0%	8% (6)
Expected + Reading	64%	79% (67)	78% (40)	79% (27)	43% (3)	82% (64)
High score Reading	18%	28% (24)	27% (14)	29% (10)	0%	31% (24)
Reading Av. scaled score	102	105.2	104.8	105.8	97.7	105.9
Expected + Writing TA	67%	67% (57)	59% (30)	79% (27)	71% (5)	67% (52)
Greater depth Writing TA	13%	12% (10)	8% (4)	18% (6)	0%	13% (10)

Expected + Maths	64%	75% (64)	82% (42)	65% (22)	57% (4)	77% (60)
High score Maths	14%	22% (19)	25% (13)	18% (6)	14% (1)	23% (18)
Maths Av. scaled score	102	104.1	104.7	103.2	102.6	104.2
Expected + GPS	66%	78% (66)	71% (36)	88% (30)	57% (4)	79% (62)
High score GPS	18%	11% (9)	8% (4)	15% (5)	0%	12% (9)
GPS Av. scaled score	103.0	103.2	102.4	104.5	98.6	103.7
Expected + Science TA		85% (72)	82% (42)	88% (30)	86% (67)	85% (66)

NB Please note that as only 7 pupils in Year 6 were entitled to the pupil Premium grant, each pupil is worth 14.3% and so this needs to be considered when comparing with national figures.

2/7 pupils joined NMPS in Years 4 and 6 respectively (late joiners). 1/7 pupils is also categorised as SEND.

1. Pupils needed to have scored 100+ to be age-expected in the SATs tests. In reading 3/7 achieved this, however, 2 pupils missed this score by one mark and two marks respectively. Had they attained 100 marks also, the percentage for expected in reading would have been 71% which compares far more favourably with the national figure of 53%.
2. Pupils attaining age-expected in writing compare favourably with national figures and are in with national figures in mathematics. One pupil missed the High score mathematics by 1 point. This would have given us a percentage of 28% compared to 23% nationally.

Progress from their starting points:

Taken from the School's Inspection Handbook:

Inspectors will take particular account of the progress made by disadvantaged pupils from their starting points, especially the most able. 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 and the extent to which any differences in this progress, and consequently in attainment, are diminishing. In doing this, inspectors will take account of past cohorts and how well current pupils are on track to diminish any differences.

(7 pupils – 6/7 pupils have KS1 to KS2 data from NMPS. 1 Pupils joined in Year 6)

Reading:

Teacher Assessments: 100% of the pupils made expected + progress from their starting points; 67% (4/6) pupils made better than expected progress i.e. 2c to Secure; 2a/3c to Mastered)

SATS: 67% (4/6) made expected progress from their starting points

Writing:

Teacher Assessments: 83% of the pupils made expected + progress from their starting points; 50% (3/6) pupils made better than expected progress i.e. 2b to Secure

Mathematics:

Teacher Assessments: 100% of the pupils made expected + progress from their starting points; 50% (3/6) pupils made better than expected progress i.e. 2b to Secure; 2a/3c to Mastered

SATS: 83% (3/6) made expected progress from their starting points

Pupil Premium 2016-17

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 2015).
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 2016-17, 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. 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
3. Continue to develop CPD programmes for teaching assistants so that all intervention programmes are delivered by highly effective personnel
4. 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
5. Monitor attendance of Pupil Premium pupils more regularly and target all pupils to have an attendance record in excess of 96%
6. 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
7. Continue to think creatively about how we organise teaching groups e.g. creating an extra mathematics group in Year 5 (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
8. Provide additional teaching assistant support in Year groups where PSED and ESBD levels are a barrier to good or better learning
9. 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

PLEASE READ THIS IN CONJUNCTION WITH OUR SDP 2016-17

How will we measure outcomes for Pupil premium pupils?

2016-17 Targets for Pupil Premium pupils

YEAR GROUP	% ATTAINING ARE+				% WORKING AT GREATER DEPTH			
	READING	WRITING	MATHEMATICS	RWM	READING	WRITING	MATHEMATICS	RWM
YEAR 6 (11 pupils) (2/11 SEND)	64	45	73	45	18	0	9	0
YEAR 5 (14 pupils) (4/14 SEND)	50	43	57	36	7	0	21	0
YEAR 4 (8 pupils) (0/8 SEND)	75	63	75	63	50	25	38	25
YEAR 3 (11 pupils) (2/10 SEND)	82	73	82	72	27	9	18	9
YEAR 2 (8 pupils) (2/8 SEND)	75	50	100	50	25	25	25	25
YEAR 1 (5 pupils) (3/5 SEND)	40	20	40	20	0	0	0	0

The Pupil Premium Strategy for Northwick Manor Primary School will be reviewed in February 2017.