

Pupil Premium Strategy Statement 2025-26



Northwick Manor Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our pupils with disadvantages.

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	571
Proportion (%) of pupil premium eligible pupils	10% (59 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-8
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Kamaldeep Nijjar
Pupil premium lead	Robert Hall-Harris
Trustee lead	Richard Kieran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,630
Recovery premium funding allocation this academic year	£0
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	£63,630

Part A: Pupil premium strategy plan

Statement of intent (MAT and school)

Vision and mission

Through an extraordinary education, we empower pupils to be life-long learners who recognise their limitless potential. Respectful relationships and an unwavering focus on discovering talents and interests enable pupils to flourish as extraordinary people. Together, we spark aspiration and drive achievement so that pupils contribute positively to society and to their extraordinary futures in an ever-changing world.

Extraordinary Education

An extraordinary education ensures that:

- All pupils experience great teaching and develop the skills to know how to learn, enabling them to reach their true potential.
- Every pupil has access to an equitable education entitlement that extends beyond academic success to the deep development of character, interests, talents and aspirations.

Our strategic priorities

To realise this vision for disadvantaged pupils, our strategy is anchored in three Trust-wide priorities:

1. Excellent teaching and provision

High-quality teaching, inclusive classroom practice and carefully designed provision ensure that disadvantaged pupils access ambitious learning experiences and achieve strong outcomes.

2. High-quality support for vulnerable pupils

Targeted academic, pastoral and wellbeing support removes barriers to learning and enables pupils to engage fully, attend regularly and make sustained progress.

3. Exceptional enrichment

Enrichment opportunities broaden horizons, raise aspirations and develop confidence, cultural capital and character, ensuring disadvantaged pupils flourish beyond the classroom.

1. Outcomes and progress

- To ensure disadvantaged pupils achieve strong attainment in reading, writing and mathematics.
- To narrow and close gaps between disadvantaged pupils and their peers within the Trust and nationally.
- To ensure disadvantaged pupils make at least good progress from their starting points.

2. Quality of teaching and learning

- To ensure disadvantaged pupils consistently experience high-quality, inclusive teaching across all subjects.
- To embed evidence-informed strategies that meet the needs of disadvantaged pupils, including those with SEND.

3. Attendance and engagement

- To improve attendance for disadvantaged pupils so that it is strong and sustained.
- To reduce persistent absence through early identification, family engagement and targeted support.
- To strengthen pupils' engagement in learning through positive relationships and high expectations.

4. Wellbeing and mental health

- To ensure disadvantaged pupils have timely access to appropriate mental health and wellbeing support.
- To support pupils to develop resilience, emotional regulation and a positive sense of self, enabling them to engage confidently in learning.

5. Communication and language

- To identify and address language and communication barriers early and swiftly, particularly for younger pupils and pupils with EAL.
- To ensure disadvantaged pupils develop strong oracy, vocabulary and communication skills across the curriculum.

6. Enrichment, aspiration and character

- To ensure disadvantaged pupils fully access enrichment opportunities that develop talents, interests and cultural capital.
- To raise aspirations and support pupils to see themselves as successful learners with ambitious future pathways.

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 pupils with disadvantages and pupils with no disadvantages

As a result of small numbers of pupils with disadvantages 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 pupil with disadvantages in each cohort at NMPS can vary between 5% (4 pupils) in EYFS and 14% (11 pupils) in Year 5, so caution must be exercised when comparing data to the national figures whether they be for pupils with disadvantages and pupils with no disadvantages.

Challenges and Barriers to learning

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

Challenge number	Detail of challenge
1	Some pupils have fallen behind in Reading, Mathematics and, in particular, Writing as a continuing 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 pupils with disadvantages 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 pupils with disadvantages do not reach their true potential because 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 pupils with disadvantages 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 pupils with disadvantages 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 pupils with disadvantages 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 pupils with disadvantages 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 pupils with disadvantages</p>
Outcomes in Writing	<p>The percentage of pupils with disadvantages 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 pupils with disadvantages</p>
Outcomes in Mathematics	<p>The percentage of pupils with disadvantages 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 pupils with disadvantages</p>
Outcomes in EYFS	High proportions of pupils with disadvantages 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 pupils with disadvantages	Attendance of pupils with disadvantages is >96% and the gap between all pupils and pupils with disadvantages is no <1%
Good mental-health and well-being	Many of our pupils with disadvantages 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: £ 20.000

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 using the Rivers Teaching Toolkit</p> <p>Additional individual/small group preteach and feedback sessions</p>	<p>In-house evidence that supports the need for action: End of previous year's outcomes in R, W and M indicates that accelerated progress is imperative for some pupils, especially in Years 3, 4 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: EEF: Feedback +6</p>	<p>1 2 6</p>
<p>All year groups to use 'Retrieval process strategies' based on the Revised Rivers curriculum into weekly timetable to support all pupils, but especially pupils with disadvantages, know more and remember more</p> <p>CPD: Dedicated staff meetings in house Subject leader release time to work on agreed overviews and balance of skills and knowledge 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: 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: Tom Sherrington and Oliver Caviglioli – WalkThrus (PD toolkit for T & L)</p>	<p>1 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 pupils with disadvantages have age related reading skills that</p>	<p>In-house evidence that supports the need for action: 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; many have poorer gross and fine motor control.</p>	<p>1 4</p>

<p>enables them to access all of the curriculum. Introduce a published scheme RWI Additional adult input/support/ CPD and resources</p>	<p>Some pupils currently in Year 1 (6/87 PP) failed to reach the expected standard in PD (1/5), in reading (2/16) and in writing (2/18). 5/78 pupils in current Year 1 failed to attain 32+ in the June benchmark phonics screening test; one of these is a PP pupil.</p> <p>Research evidence that supports approach: EEF: Phonics +5</p>	
<p>Some pupils in Years 3 and 4 have continued to fall behind in Writing often due to poor transcription skills and limited language choices and vocabulary CPD for all staff and revised progression document for all year groups to deliver daily transcription lessons.</p>	<p>In-house evidence that supports the need for action: Currently 21 pupils (PP and non-PP) in total did not reach the expected standard (4/21) were PP) in writing at the end of Year 4</p>	

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

Budgeted cost: £10000

Activity	Evidence that supports this approach	Aims number(s) addressed
<p>Plan and deliver an intervention group in EYFS/ Year 1 to target Communication and Language as well as Physical Development. Speech and fine/gross motor control that will impact on writing (correct letter formation and stamina) Language link to identify gaps in vocabulary and small steps. Additional adult input/support to run sessions</p>	<p>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 (3/6 pupils)</p> <p>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</p>	<p>1 5</p>
<p>Plan and deliver additional interventions -reading comprehension -writing structure and stamina -bridging gaps mathematics consolidation groups for pupils with disadvantages in KS2 who were not ARE</p>	<p>In-house evidence that supports the need for action: Reading Comprehension/ Discussion <i>Current Year 4 (end of Year 2 assessment) 50% (2/4 pupils) ARE+ reading</i></p> <p>Writing structure and Stamina</p>	<p>1 2</p>

<p>at the end of the previous year particularly in Year 4 due to data</p> <p>Additional adult input/support to run intervention sessions; release time pre PPA for class cohort teachers to focus on these groups</p>	<p><i>Current Year 6 (end of Year 5 assessment)</i> 70% (7/10 pupils) ARE writing</p> <p><i>Current Year 4 (end of Year 3 assessment)</i> 44% (4/9 pupils) ARE writing</p> <p>Mathematics consolidation</p> <p><i>Current Year 4 (end of Year 3 assessment)</i> 44% (4/9 pupils) ARE in mathematics</p> <p><i>Current Year 3 (end of Year 2 assessment)</i> 50% (2/4 pupils) ARE in mathematics</p> <p><i>As a result of the above data RWM combined data is significantly below those Non PP pupils in Current Years 3 and 4.</i></p> <p><i>Current Year 5 (end of Year 4 assessment)</i> 55% (6/11 pupils) ARE in RWM</p> <p><i>Current Year 4 (end of Year 3 assessment)</i> 33% (3/9 pupils) ARE in RWM</p> <p>Research evidence that supports approach: EEF: Reading comprehension strategies +5</p>	
<p>Target pupils with disadvantages in Years 5 (summer term) and 6 (autumn and spring terms) to attend the before 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/ deputy head teacher following consultation with year group leads/class teachers.</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.</p> <p><i>Current Year 6 (end of Year 5 assessment)</i> 30% (3/10) not ARE;</p> <p><i>Current Year 5 (end of Year 4 assessment)</i> 46% (5/11) not ARE:</p> <p>Research evidence that supports approach: EEF: Small group tuition +4</p>	<p>1 2</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15000

Activity	Evidence that supports this approach	Aim 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</p>	<p>In-house evidence that supports the need for action:</p> <p>2024 -25 attendance for pupils with disadvantages 94.9%; all pupils 96.7%. 26/59 (22.2%) pupils with disadvantages’ attendance under 95%.</p>	<p>3</p>

<p>attendance checks on all PP pupils; Monthly meetings to monitor</p> <p>Weekly attendance captures from the Admin team and Inclusion AHT; SLT monthly meetings to monitor</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>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/ additional dance and drama with specialist teacher</p> <p>In-house music lead/ dance teacher to lead weekly sessions</p>	<p>In-house evidence that supports the need for action:</p> <p>23 pupils with disadvantages currently identified as needing additional input re. self-esteem, emotional well-being</p> <p>Research evidence that supports approach:</p> <p>EEF: Aspiration interventions; Arts participation +3</p>	4
<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</p> <p>In-house trained counsellors/ MHAG leads to lead sessions</p>	<p>In-house evidence that supports the need for action:</p> <p>23 pupils with disadvantages currently identified as needing additional input re. self-esteem, emotional well-being</p> <p>Research evidence that supports approach:</p> <p>EEF: Metacognition and self-regulation +7 Social and emotional learning +4</p>	4
<p>Plan additional educational experiences and give priority to pupils with disadvantages e.g., Rivers MEE extra-curricular provision, visits to The Hive, Local theatre visits/workshops etc.</p> <p>PPG to fund 50% cost of visits etc.</p>	<p>In-house evidence that supports the need for action:</p> <p>We will be providing these pupils with the knowledge and cultural capital to success in life</p> <p><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></p>	6

	Research evidence that supports approach: EEF: Aspiration interventions; Arts participation +3	
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Total budgeted cost: £45000

Year group specific barriers to learning and planned programmes of support in detail 2025-26

Year group	Barriers to learning	Planned programmes of support	Intended impact
Year 6 10 pupils 1 BESD 1 EAL 1 joined Year 2, 1 joined Year 3, 1 joined Year 4 1 joined Year 5	<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>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</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 pupils with disadvantages in KS2 who were not ARE at the end of the previous year</p> <p>Target pupils with disadvantages in Year 6 (autumn and spring terms) to attend additional mathematics sessions led by the school mathematics lead/ 2 x weekly Year 6</p> <p>Provide additional 'knowledge organisers' sessions fortnightly with all pupils with disadvantages in KS2 led by PP champion (AH for T, L and A) to consolidate knowing more, remembering more, connecting learning</p>	<p>All Year 6 PP pupils to have made at least expected or better progress by the end of KS2 from their KS1 starting points</p> <p>All Year 6 PP pupils to have made at least expected or better progress by the end of Year 6 from their KS1 starting points</p> <p>90% (9/10 pupils) attain ARE in reading; at least 90% (9/10 pupils) attain ARE in writing; at least 90% (9/10 pupils) attain ARE in mathematics and at least 80% attain ARE RWM combined.</p> <p>Pupil comments during interviews, pupil participation</p>

	<p>stamina and resilience required to do well in these tests and sometimes their test results do not reflect their teacher assessments.</p>		<p>in class and in extra-curricular provision demonstrates impact</p>
<p>Year 5</p> <p>11 Pupils</p> <p>2 SEND – (1/2 with 1-1 signing support)</p> <p>2 PLAC</p> <p>1 joined Yr. 2</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>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 pupils with disadvantages in KS2 who were not ARE at the end of the previous year</p> <p>Target pupils with disadvantages in Year 5 (summer term) to attend the after school additional mathematics sessions led by the school mathematics lead</p> <p>2 x weekly Year 5</p> <p>Provide additional Knowledge Organiser sessions fortnightly with all pupils with disadvantages in KS2 led by PP champion (AH for T, L and A) to consolidate knowing more, remembering more, connecting learning</p> <p><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>All Year 5 PP pupils to have made at least expected or better progress by the end of Year 3 from their KS1 starting points</p> <p>At least 82% (9/11 pupils) attain ARE in reading; at least 73% (8/11 pupils) attain ARE in writing; at least 73% (8/11 pupils) attain ARE in mathematics and at least 33% attain ARE RWM combined.</p> <p>At least 73% (8/11) attain ARE+ RWM combined.</p> <p>Pupil comments during interviews, pupil participation in class and in extra-curricular provision</p>
<p>Year 4</p> <p>12 pupils</p> <p>2 EAL</p> <p>3 joined in Yr 2</p>	<p>8. Some of our higher attaining pupils with disadvantages do not reach their true potential as a result of limited life</p>	<p>Plan and deliver additional interventions</p> <ul style="list-style-type: none"> -reading comprehension -writing structure and stamina 	<p>All Year 4 PP pupils to have made at least expected or better progress by the end of Year 3 from</p>

<p>1 joined Yr 3 3 joined Yr 4</p>	<p>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>7. Some of our pupils(particularly in this year group) have lower self-esteem and have a lower sense of self-worth and have low aspiration.</p> <p>10. Some of our pupils with disadvantages 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>-bridging gaps mathematics</p> <p>consolidation groups for pupils with disadvantages in KS2 who were not ARE at the end of the previous year</p> <p>Provide additional Knowledge Organiser sessions fortnightly with all pupils with disadvantages 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 who have low self-esteem and who have limited life experience to take part in one to one or small group music tuition/ or dance sessions with school music specialist</p> <p>Motional assessment for targeted pupils; In-house trained counsellor to lead sessions</p>	<p>their KS1 starting points</p> <p>At least 75% (9/12 pupils) attain ARE in reading; at least 50% (6/12 pupils) attain ARE in writing; at least 58% (7/12 pupils) attain ARE in mathematics and at least 50% attain ARE RWM combined.</p> <p>Pupil comments during interviews, pupil participation in class and in extra-curricular</p>
<p>Year 3 7 pupils 2 with complex needs – 1/2 PLAC 2 joined in Year 2/3.</p>	<p>1. Some pupils have fallen behind in Reading, Writing and Mathematics</p>	<p>Use ipads for targeted pupils and download age related and appropriate reading material for pupils to read at home. Class teachers/TAs to monitor</p>	<p>All Year 3 PP pupils to have made at least expected or better progress by the end of Year 2 from</p>

		<p>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 pupils with disadvantages in KS2 who were not ARE at the end of the previous year</p>	<p>their EYFS starting points</p> <p>At least 57% (4/7 pupils) attain ARE in reading</p> <p>At least 57% (4/7 pupils) attain ARE in writing</p> <p>At least 57% (4/7 pupils) attain ARE in mathematics</p> <p>At least 57% (4/7) pupils 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>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</p>
<p>Year 2</p> <p>8 pupils</p> <p>1 SEND (Complex Needs)</p> <p>1 joined Year 1</p>	<p>1. Some pupils have fallen behind in Reading, Writing and Mathematics</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 pupils with disadvantages 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</p>	<p>All Year 2 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 50% (4/8 pupils) attain ARE in reading</p> <p>At least 50% (4/8 pupils) attain ARE in writing</p> <p>At least 63% (5/8 pupils) attain ARE in mathematics</p> <p>At least 50% (4/8) pupils attain ARE RWM combined.</p> <p>All targeted pupils make accelerated progress in writing</p>

		trained counsellor to lead sessions	Pupil comments during interviews, pupil participation in class and in extra-curricular provision
Year 1 7 pupils 2 PLAC 1 Forces child 1 joined at the end of EY (SEND)	<p>1. Some pupils have fallen behind in Reading, Writing and Mathematics</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>-additional catch-up phonics sessions</p> <p>-reading comprehension</p> <p>-writing structure and stamina</p> <p>-bridging gaps mathematics</p> <p>consolidation groups for pupils with disadvantages 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 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</p> <p>Motional assessment: In-house trained counsellor to lead sessions</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 57% (4/7 pupils) attain ARE in reading</p> <p>At least 57% (4/7 pupils) attain ARE in writing</p> <p>At least 57% (4/7 pupils) attain ARE in mathematics</p> <p>At least 57% (4/7) pupils attain ARE RWM combined.</p> <p>All targeted pupils make accelerated progress in writing</p>
EYFS 4 children	<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 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>100% (4 pupils) to attain a GLD</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have analysed the performance of our school's pupils with disadvantages during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that Northwick would provide an overview of conclusions drawn from this analysis, including reference to attainment and progress. To help us gauge the performance of our pupils with disadvantages we compared their results to those for disadvantaged and non-pupils with disadvantages at national and local level (though these comparisons are to be considered with caution given ongoing pan-demic impacts) and to results achieved by our pupils with no disadvantages. The data demonstrates that Northwick would provide an overview of conclusions drawn from this analysis. We have also drawn on school data and observations to assess wider issues impacting performance, including attendance, behaviour and wellbeing. Based on all the information above, the performance of our pupils with disadvantages met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. Our evaluation of the approaches delivered last academic year indicates that we would highlight aspects of their strategy that our analysis found to be particularly effective/less effective during the previous academic year. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Quantitative assessment measures 2024-25 (all year groups):

Assessment information below indicates teachers' assessed outcomes.

READING

READING						
Year 6	PP (7)		Non PP (83)		All (90)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+
	85.8% (6)	14.3% (1)	92.8% (77)	41.0.%% (34)	92.2% (83)	38.9% (35)
Year 5	PP (10)		Non PP (80)		All (90)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+
	70% (7)	40% (4)	93.8% (75)	47.5% (38)	91.1% (82)	46.7% (42)
Year 4	PP (11)		Non PP (76)		All (87)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+
	81.8% (9)	0% (0)	94.8% (73)	40.8% (31)	94.2% (82)	35.6% (31)
Year 3	PP (9)		Non PP (75)		All (84)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+

	88.9% (8)	11.1% (1)	93.3% (70)	36.5% (27)	94% (79)	33.3% (28)
Year 2	PP (4)		Non PP (74)		All (78)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+
	50.0% (2)	25% (1)	86.5% (64)	40.6% (30)	84.6% (66)	35.3% (31)
Year 1	PP (8)		Non PP (77)		All (85)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+
	50.0% (4)	25.0% (2)	91.9% (68)	33.9% (25)	84.7% (72)	34.1% (29)
EYFS	PP (6)		Non PP (63)		All (69)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+
	50% (3)	-	76.8% (53)	-	81.2% (56)	-
TOTAL	PP (55)		Non PP (528)		All (583)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+
	70.9% (39)	16.4% (9)	90.9% (480)	36.4% (192)	89.2% (520)	33.6% (196)

WRITING

WRITING						
Year 6	PP (7)		Non PP (83)		All (90)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+
	71.4% (5)	14.3% (2)	78.9% (71)	10.8% (9)	84.4% (76)	11.1% (10)
Year 5	PP (10)		Non PP (80)		All (90)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+
	80% (8)	10% (1)	83.8% (67)	26.3% (21)	83.3% (75)	24.4% (22)
Year 4	PP (11)		Non PP (76)		All (89)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+
	63.6% (7)	0.0% (0)	77.6% (59)	17.1% (13)	76.4% (68)	14.6% (13)
Year 3	PP (9)		Non PP (74)		All (83)	
	ARE+	ARE	ARE+	ARE	ARE+	
	44.4% (4)	11.1% (1)	83.8% (62)	14.9% (11)	80.7% (67)	14.6% (12)
Year 2	PP (4)		Non PP (74)		All (78)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+
	50.0% (2)	25.0% (1)	82.2% (60)	20.6% (15)	79.5% (62)	20.5% (16)
Year 1	PP (8)		Non PP (77)		All (85)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+
	50% (4)	0% (0)	84.4% (65)	14.3% (11)	81.2% (69)	12.9% (11)
EYFS	PP (6)		Non PP (81)		All (69)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+
	50% (3)	-	76.8% (53)	-	81.2% (56)	-
TOTAL	PP (55)		Non PP (528)		All (583)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+
	60.0% (33)	9.1% (5)	82.8% (437)	15.2% (80)	81.1% (473)	14.4% (84)

MATHEMATICS

MATHS						
Year 6	PP (7)		Non PP (83)		All (90)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+
	71.4% (5)	28.6% (2)	88.8% (71)	25.3% (21)	84.4% (76)	25.6% (23)
Year 5	PP (10)		Non PP (80)		All (90)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+
	90% (9)	10% (1)	86.3% (69)	37.5% (30)	83.3% (78)	34.4% (31)
Year 4	PP (11)		Non PP (76)		All (87)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+
	63.6% (7)	0% (0)	89.5% (68)	27.6% (21)	88.5% (77)	27.6% (21)
Year 3	PP (9)		Non PP (74)		All (83)	
	ARE+	ARE	ARE+	ARE	ARE+	
	44.4% (4)	11.1% (1)	89.2% (66)	21.6% (16)	84.3% (70)	20.4% (17)
Year 2	PP (4)		Non PP (74)		All (78)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+
	50.0% (2)	25% (1)	83.6% (66)	28.8% (21)	80.8% (63)	28.2% (22)
Year 1	PP (8)		Non PP (77)		All (85)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+
	62.5% (5)	0% (0)	90.9% (70)	13.0% (10)	88.2% (75)	11.8% (10)
EYFS	PP (6)		Non PP (63)		All (69)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+
	66.7% (4)	-	81.2% (56)	-	87.0% (60)	-
TOTAL	PP (55)		Non PP (528)		All (583)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+
	65.5% (36)	9.1% (5)	88.3% (466)	22.6% (119)	85.6% (499)	21.3% (124)

COMBINED RWM

RWM						
Year 6	PP (7)		Non PP (83)		All (90)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+
	71.4% (5)	14.3% (1)	79.5% (66)	9.6% (8)	78.9% (71)	10.0% (9)
Year 5	PP (10)		Non PP (80)		All (90)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+
	70.0% (7)	10.0% (1)	78.8% (63)	23.8% (19)	77.8% (70)	22.2% (20)
Year 4	PP (11)		Non PP (76)		All (87)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+
	54.6% (6)	0.0% (0)	77.6% (59)	15.8% (12)	74.7% (65)	13.8% (12)
Year 3	PP (9)		Non PP (74)		All (83)	
	ARE+	ARE	ARE+	ARE	ARE+	
	33.3% (3)	11.1% (0)	81.1% (60)	12.2% (9)	75.9% (63)	10.8% (9)
Year 2	PP (4)		Non PP (74)		All (78)	

	ARE	ARE+	ARE	ARE+	ARE	ARE+
	50.0% (2)	25.0% (1)	78.1% (57)	15.1% (11)	75.6% (59)	15.4% (12)
Year 1	PP (8)		Non PP (77)		All (85)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+
	50.0% (4)	0.0% (0)	74.0% (57)	9.1% (7)	71.8% (61)	8.2% (7)
EYFS	PP (6)		Non PP (81)		All (87)	
GLD	ARE	ARE+	ARE	ARE+	ARE	ARE+
	50.0% (3)	-	76.8% (53)	-	81.2% (56)	-
TOTAL	PP (55)		Non PP (528)		All (583)	
	ARE	ARE+	ARE	ARE+	ARE	ARE+
	54.6% (30)	5.5% (3)	78.6% (415)	12.5% (66)	76.3% (445)	11.9% (69)

Attendance 2024-25

		Overall	PP	Non PP
Attendance	National	93.4%	89.4%	94.9%
	Northwick Manor	96.7%	94.9%	96.6%
Absence	National	6.6%	10.6%	5.1%
	Northwick Manor	3.6%	5.1%	3.4%
Unauthorised absence	National	1.3%	2.2%	0.9%
	Northwick Manor	39.5%	49.2%	38.4%
Persistent absence	National	13.4%	33%	13.4%
	Northwick Manor	5.8%	11.5%	5.2%

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

Year group	Activity planned 2023-24	Impact Please note all quantitative measures are teacher assessment	Next steps
Year 6 7 pupils 1 PLAC 1 joined Year 2, 1 joined Year 3, 1 joined Year 4,	Pupils targeted through QFT in R, W and M (especially higher attainers in reading (4 pupils) to ensure that they are on track for a High Score) Booster mathematics lessons twice weekly (8.00 -8.45am)	With the exception of one child, all pupils made expected progress in Reading, ne child made better than expected progress. 86% ARE	N/A

<p>1 off roll/ left for Pakistan for 2 years</p>	<p>Additional mathematics set that focuses on basic skills and is in smaller groups</p> <p>Additional intervention groups led by class teacher. 1-1 homework support with TA</p> <p>Counselling input from internal staff and external agency staff</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>Pre-teach with Assistant HT</p> <p>Enrichment activities to increase cultural capital e.g., Workshops/ theatre visits etc.</p>	<p>All children made expected progress in Writing with 2 making better than expected progress. 71% ARE</p> <p>All children made expected progress in Maths with 1 making better than expected progress. 71% ARE</p> <p>4/7 regularly attended booster groups</p> <p>Targeted pupils reported to be more involved in learning within class.</p>	
<p>Year 5 10 pupils 1 EAL 1 joined in Yr 2 1 joined in Yr 5 1 BSED</p>	<p>Additional reading fluency groups with Teaching Assistants</p>	<p>With the exception of 2 pupils all made expected progress with 2 making better than expected progress. 70% ARE</p> <p>With the exception of one child, all children</p>	<p>See 2025-26 planned programme in Part A</p>

	<p>Additional HAP reading group concentrating on higher order thinking</p> <p>QFT in mathematics focusing on LAPs and cusp MAPs. Additional support for homework. Additionally, use of NTP targeting pupils in Maths</p> <p>1-1 SPaG support from English lead</p> <p>Counselling input from internal staff and external agency staff</p> <p>Music Therapy/ nurture group to support emotional well-being</p> <p>Enrichment activities to increase cultural capital e.g., Workshops/ theatre visits etc.</p>	<p>made expected progress in Writing with 3 making better than expected progress. 80% ARE</p> <p>All children made expected progress in Maths with 1 making better than expected progress. 90% ARE</p> <p>2/10 pupils targeted in HAP group</p> <p>1/10 supported. 1 pupil in particular need, greater supported to access school.</p>	
<p>Year 4 11 pupils</p> <p>2 PLAC 1 EAL</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>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. Additionally, use of NTP targeting pupils.</p>	<p>Additional 1-1 support resulted in difficulties delivering additional support due to TA deployed elsewhere.</p> <p>All pupils made expected progress in Reading, 81% ARE</p> <p>With the exception of 2 pupils, all children made expected progress in Writing with 2 making better than expected progress. 64% ARE</p> <p>With the exception of 1 pupil, all children made expected progress in Maths with 1 making</p>	<p>See 2025-26 planned programme in Part A</p>

	<p>Music/ Dance/ Drama Therapy</p> <p>Enrichment activities to increase cultural capital e.g., Workshops/ theatre visits etc.</p>	<p>better than expected progress. 64% ARE</p> <p>9/10 received music/ dance/ drama therapy resulting in greater confidence and engagement in class</p>	
<p>Year 3 9 pupils 1 EAL 3 pupils joined in Yr. 2</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>Writing and spelling interventions</p> <p>Music Therapy/ nurture group to support emotional well-being</p> <p>1-1 Music lessons</p> <p>1-1 homework support with TA</p>	<p>All pupils made expected progress in Reading, 3 pupils made better than expected progress. 89% ARE</p> <p>With the exception of 3 pupils, 4 pupils made expected progress in Writing with 1 making better than expected progress. 44% ARE</p> <p>All children made expected progress in Maths with 1 making better than expected progress. 44% ARE</p> <p>Targeted pupils are still finding school challenging as a result of different school and home related issues.</p>	<p>See 2025-26 planned programme in Part A</p> <p>THIS MUST BE AN AREA OF FOCUS IN YEAR 4</p> <p>THIS MUST BE AN AREA OF FOCUS IN YEAR 4</p>
<p>Year 2 4 pupils 2 pupils with complex SEND needs</p>	<p>Pupils targeted through QFT in R, W and M (especially higher attainers to ensure that they are on track)</p> <p>Enrichment activities to increase cultural capital e.g., Workshops/ theatre visits etc.</p>	<p>2 pupils with complex needs have made progress due to additional needs support and nurturing and supportive adults.</p>	<p>See 2025-26 planned programme in Part A</p>
<p>Year 1 8 pupils 2 joined in Yr 1 1 Services child</p>	<p>Additional phonics support</p> <p>Nurture/Self-esteem activities – Cooking/ Music</p>	<p>3/4 passed phonics screening threshold</p> <p>All pupil engaged in 'nurture' activities where they were able to openly express</p>	<p>See 2025-26 planned programme in Part A</p>

	<p>Extra 1-1 sessions to maintain/increase progress in reading. Resources to supplement home learning</p> <p>Additional support for PLAC to access school.</p> <p>Nurture time for services child</p> <p>Enrichment activities to increase cultural capital e.g., Workshops/ theatre visits etc.</p>	<p>feelings. Personal and social progress has been evident. The remaining 2 have made expected progress in all areas through QFT.</p> <p>Hours have increased and times of difficulty is reduced</p>	
<p>Year EYFS</p> <p>6 children</p> <p>1 Services child</p>	<p>Extra 1-1 language/ reading sessions with adult.</p>	<p>This has been a challenge due to the nature of individual needs in each class and additional adults being redeployed to support where needs need to be met.</p>	<p>See 2025-26 planned programme in Part</p>

Further information (optional)

At Northwick Manor, we frequently review and revise our provision for our pupils with disadvantages. 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 pupils with disadvantages.

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
AHT	Assistant Head teacher