

Northwood Community Primary School Pupil premium strategy statement

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Northwood Community Primary
Number of pupils in school	486
Proportion (%) of pupil premium eligible pupils	276 (56%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Murphy Headteacher
Pupil premium lead	Carrie Hyland Deputy Headteacher for Inclusion
Governor / Trustee lead	Kathryn Bracken Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 339,180
Recovery premium funding allocation this academic year	£ 41,112
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	£ 380,292

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, and EHCP and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified, whether that be academic, social or emotional need
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with applying Grammar, Punctuation and Spelling in their writing than their peers.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in the acquisition of maths.
5	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
6	Our assessments (including Impact Ed wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities and poor engagement in learning during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
7	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>A higher number of disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. <p>the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</p>

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: £ 229,037 (this is an estimate till Spring when we have the exact costings for the building work to the NESST and the building work to the playground to facilitate OPAL project)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised NFER, RWInc, Wellcomm, Talkboost and NELI diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2,3,4</p>
<p>Embed Elklan strategies across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will continue to purchase resources to support this approach and fund ongoing teacher training and release time that will be delivered by our SALT and our three Elklan Level 4 Diploma Teachers.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Continue to purchase RWInc access to portal, training and ongoing support package</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not</p>	<p>2</p>

<p>DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Continue to purchase Accelerated Reader and Reading Plus to further support the acquisition of reading fluency and comprehension.</p>	<p>necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Continue to use our Lead Practitioners and English SLE/ Lead to support teachers in delivering quality writing lessons through our VIPERS approach.</p> <p>Fund release time half termly for teachers to plan together in year group pairs supported by the DHT for Curriculum, English SLE/ Lead and Lead Practitioners to produce a quality English scheme that supports evidenced strategies for improving reading and writing.</p>	<p>The EEF Improving Literacy in KS1 details how pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer.</p> <p>These include:</p> <ul style="list-style-type: none"> • pre-writing activities; • structuring text; • sentence combination; • summarising; • drafting, editing and revising; and sharing. <p>Teachers should introduce these strategies using modelling and structured support, which should be gradually reduced as a child progresses until the child is capable of completing the activity independently.</p> <p>The EEF Improving Literacy in KS2 details how pupils' writing can be improved by teaching writing composition strategies through modelling and supported practice</p> <p>Writing can be thought of as a process made up of five components:</p> <ul style="list-style-type: none"> • planning; • drafting; • revising; • editing; and • publishing. 	<p>3</p>

	<p>Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goalsetting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.</p> <p>Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.</p>	
<p>Further enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will continue to fund Lead Practitioners to support new members of staff to embed Maths No Problem approach and teacher release time to access Maths Hub resources and CPD (including Teaching for Mastery-Maths No Problem-training for all new teachers who join our school).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices. This will be supported by Thrive professional development and</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

<p>training for all staff at varying levels.</p> <p>Educational Psychologist will continue to support with the embedding of the Emotion Regulation Policy which is now in its second year.</p> <p>DHT for Inclusion, AHT for Inclusion, Team Lead for Health and well-being, two Learning Mentors and two new Emotional Literacy Support Assistants will lead on this new Strategy.</p> <p>The creation of the NESST – Nurture, Emotional and Social Support Team- will further support this whole school approach.</p> <p>We now have two Therapy Dogs and a Thrive practitioner for one day a week supporting children across the school.</p> <p>Additional Teaching Assistants have also been appointed to support with this strategy.</p> <p>We will be introducing OPAL- Outdoor Play and Learning- in Spring 2022 and will recruit a Play and Well-being Lead to drive this forward. Whole staff CPD delivered Autumn 2021.</p> <p>We are also being assessed by Optimus</p>		
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

for Excellence in Pupil Development Award led by the Assistant Head for Inclusion.		
------------------------------------------------------------------------------------	--	--

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

Budgeted cost: £ 90, 714

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Wellcomm, Big Book of Ideas Intervention, Talkboost and NELI programs to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>We have employed our own SALT and SALTA to support with this incentive.</p> <p>We also utilise the support of our Learning Support Teacher and Educational Psychologist for individual plans for children.</p> <p>Additional Teaching Assistants have also been appointed to support with the delivery of these programs.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Ongoing CPD and training for staff from the Ruth Miskin Association to support this.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Engaging with evidenced based interventions in English and Maths to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive the interventions will be disadvantaged, including those who are high attainers.</p> <p>We are also undertaking Optimus Award for Best Practice for Teaching Assistants to support with this.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3,4,5</p>

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

Budgeted cost: £ 107,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued whole staff training to embed new Policy on Emotion Regulation approach through Restorative Practices, Emotion Coaching and Thrive strategies, with the aim of continuing to develop our new school ethos in promoting positive behaviour and supporting children to recognize and manage their emotions thus improving pupil culture across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>5, 6</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for the Pastoral Team to develop and implement new procedures as part of the new Knowsley Attendance Strategy.</p> <p>Purchasing additional time and support from School Improvement Liverpool Education Welfare.</p> <p>Lead Learning Mentor and</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>7</p>

Pastoral Assistant continue to work tirelessly to improve attendance.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 427,251

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Intended outcome	Review
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Wellcom data at the end of academic year 2022 evidenced that 70% of all children across EYFS and KS1 were rated green and at AREs for their age.</p> <p>This was following the implementation of Elklan strategies across the school, whole class work from the Big Book of Ideas delivered by class teachers, targeted Talkboost group interventions from the SALTA for those children who had been in the amber zone at baseline and specialist therapy sessions for those children who had been flagged as red from the SALT.</p> <p>Whole school Communication Counts training from the Elklan L4 practitioners raised the profile and importance of Language and Communication, and the school was awarded Communication Friendly School Status Dual Award 3-5 yrs and 5-11yrs from an external assessor.</p> <p>Next steps: Continue to embed Northwood's SLC Strategy. Engage Chatty Therapy to support children who need specialist support due to the departure of the resident SALT.</p>
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes in 2022/23 were 77%, VA +15%, PP VA +1.6</p> <p>KS2 reading outcomes in 2021/22 were 66%, VA +5%, PP VA +3%</p> <p>60% of PP met the expected standard in 2022</p>

	<p>Next Step: Focus on good attendance, continue to refine and embed RWI strategies ensuring there is a robust ongoing CPD offer for the staff delivering it led by the Phonics Lead. Target EYFS outcomes (see action plan) and continue current effective strategies (VIPERS, AR, RR etc)</p>
Improved writing attainment among disadvantaged pupils.	<p>KS2 writing outcomes in 2022/23 were 57% compared to national of 73%, VA – 3. PP VA –2.2.</p> <p>KS2 writing outcomes in 2021/22 were 58% compared to national of 69%, VA – 2% PP VA –1%</p> <p>51% of PP met the expected standard in 2022</p> <p>Next Step: Focus on good attendance, target writing across whole school through CPD, moderation, teaching and learning, action plans with regular monitoring and assessment of practice.</p>
Improved maths attainment among disadvantaged pupils.	<p>KS2 maths outcomes in 2022/23 were 68% compared to national of 74%, VA +5, PP VA –1.5</p> <p>KS2 maths outcomes in 2021/22 were 68% compared to national of 71%, VA +9%, PP VA +6%</p> <p>60 % of PP met the expected standard in 2022</p> <p>Next Step: Focus on good attendance, after school clubs, pre-teach interventions introduced, streaming for maths in Yr 6, EYFS number sense approach introduced, training for new staff in MNP approach.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Recent creation of the NESST and expansion of the Pastoral Team has seen increased capacity for supporting children’s wellbeing.</p>

	<p>Therapy Dogs, Sunshine Yoga, MHST and Fitness Club for targeted pupils is ongoing.</p> <p>Whole school Thrive training means the HT is trained in leading an emotionally healthy school, 2 LMs are qualified Thrive Practitioners, 2 LMs are trained primary Thrive and 2 EYFS L3 TAs are trained EYFS Thrive.</p> <p>In addition to this we have 3 ELSAs.</p> <p>Use of Impact ED and PASS to carefully monitor pupil wellbeing across the school.</p> <p>Introduction of OPAL to provide enrichment activities that our disadvantaged children may not have access to outside school.</p> <p>Erasmus project enabled 12 disadvantaged children from Y5 to visit school in Madrid and welcome the pupils back to our school.</p> <p>Specialist Music Teacher provides many enrichment activities both in and out of school with particular emphasis on PP children.</p> <p>PE Lead also ensures sporting events are targeted at our disadvantaged children.</p> <p>Next steps:</p> <p>Expand NESST to incorporate 4 LMs.</p> <p>Merge SEND and Pastoral Team to create new Inclusion Team.</p> <p>OPAL Lead to train in Forest Schools to offer further enrichment opportunities to our disadvantaged children.</p> <p>Employ resident chef to offer healthy lifestyle sessions.</p> <p>Further trip to Madrid for 12 disadvantaged pupils through the Turin project.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Whole school attendance for 2021/22 was 92%.</p> <p>Non-pp was 96%.</p> <p>PP was 90%.</p> <p>Next steps: Continue to buy into Liverpool attendance service, increase capacity to target attendance with 4 LMs taking responsibility for first response</p>

	strategy and daily home visits, introduce further parental engagement strategies, target red attendance days, enrichment and rewards.
--	---------------------------------------------------------------------------------------------------------------------------------------

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA