

Northwood Community 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 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	474
Proportion (%) of pupil premium eligible pupils	274 (57.8%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
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	£ 367,147
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	£ 367,147

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 activities we have outlined in this statement are 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 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
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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	The increasing proportion of pupils with complex SEND needs in mainstream, who are also pupil premium, poses significant challenges to attainment and progress throughout the school.
6	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils remains low in the aftermath of the Covid pandemic to a greater extent than for other pupils. These findings are supported by national studies (EEF May 2022) and our own PASS assessments and Thrive.
7	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of cultural and enrichment opportunities. These challenges particularly affect disadvantaged pupils and their attainment.
8	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. 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.

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 • Quantitative – reduction in behavioural incidents on Class Charts • A significant reduction in bullying • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Participation in the Into University project, Yr 4-6
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%. • Reduction in PA for Pupil Premium children through school minibuss support. • 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.
Improved outcomes for children with SEND across school.	<p>Children with EHCPs make progress towards their statutory outcomes. Children make effective progress in Social and Emotional Development.</p> <p>Targeted support focussed on identified children across school to support attainment and progress.</p>

	Lightening squad intervention to support progress in phonics for identified children.
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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: £ 233,068

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised NFER, RWInc, Wellcomm, Talkboost 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>	2,3,4,5
<p>Continue to 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 SALTA and our three</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>	1,5

<p>Ekklan Level 4 Diploma Teachers.</p>		
<p>Continue to purchase RWInc access to portal, training and ongoing support package 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>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 5</p>
<p>Continue to use our Lead Practitioners and English 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 Lead and Lead Practitioners to produce a quality English scheme that supports evidenced strategies for improving reading and writing.</p> <p>Staff meetings for staff CPD.</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; 	<p>3</p>

	<ul style="list-style-type: none"> • drafting; • revising; • editing; and • publishing. <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 fund time for our Maths Lead 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) and specific EYFS training for number sense.</p> <p>TA CPD in Maths no Problem delivery.</p> <p>We will fund a whole school Maths review</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>	4,5

<p>from Deep Learning to refine and embed our approach.</p>		
<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 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</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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5</p>

<p>support with this strategy.</p> <p>Outdoor Play and Learning approach introduced in Spring 2022 and a Play and Well-being Lead has been appointed, to drive this forward. Whole staff CPD delivered Autumn 2021 and ongoing Autumn 2022, with regular meetings with the OPAL team in-between,</p> <p>In March 2023 we will achieve the Optimus award for Excellence in Pupil Development led by the Assistant Head for Inclusion.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 92,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Wellcomm, Big Book of Ideas Intervention, Talkboost programs to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</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>	<p>1, 5</p>

<p>We have employed our own SALTA to support with this incentive.</p> <p>Chatty Therapy will be used to target 16 mainstream children for bi-weekly intervention and assessment.</p> <p>We also utilise the support of our Learning Support Teacher, Educational Psychologist and Shine therapist for individual plans for children.</p> <p>Additional Teachers, Teaching Assistants and Academic Mentor have also been appointed to support with the delivery of these programs.</p>		
<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>Training for DSP and targeted staff in RWI Special Schools to support SEND needs.</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, 5</p>

<p>Appointed additional Teachers, Teaching Assistants and Academic Mentor to deliver evidenced based interventions in English and Maths to provide a blend of tuition, mentoring and school-led tutoring for identified pupils. 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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3,4,5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 109,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued whole staff training to embed new Policy on Emotion Regulation</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>6,7</p>

<p>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>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 and Knowsley Education Welfare.</p> <p>Expand Mentor team from two to four members to work tirelessly to improve attendance.</p> <p>All staff are regularly made aware that</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>

<p>attendance is their responsibility too.</p> <p>Weekly attendance figures will be sent out to all staff, attendance engagement activities (e.g. world cup competition) undertaken.</p> <p>Rag rated letters will be sent out termly to families.</p> <p>Minibus intervention will be trialled for identified families.</p>		
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

Total budgeted cost: £ 434,770

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 2022 to 2023 academic year.

Intended outcome	Review Statement
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Wellcom assessments indicate significantly improved oral language among targeted disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Next Step: Whole school monitoring cycle for effective implementation of ELKLAN strategies. Headteacher will act as Operational Lead in a borough-wide project to develop Communication and Language across the LA and implement revised pupil premium tracker</p>
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2022/23 were 77%, VA +15%, PP VA +1.6</p> <p>PP reading scaled score: 105.3, VA of +1.6</p> <p>Next Step: refine and embed RWI strategies in DSP, target EYFS outcomes (see action plan) and continue current effective strategies (VIPERS, AR, RR etc) and implement revised pupil premium tracker to keep close attention on progress for PP children particularly</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>PP scaled score 98.2, VA –2.2</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. Implement and monitor new vocabulary strategy across whole school, implement revised pupil premium tracker to keep close attention on progress for PP children particularly</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>PP scaled score 100.9, VA –1.4</p> <p>Next Step: Focus on good attendance, after school clubs, pre-teach implemented, streaming for maths in Yr 5 and 6, EYFS number sense approach embedded, training for new staff in MNP approach, succession planning for new maths lead, implement revised pupil premium tracker</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Thrive screening shows an improvement in the majority of pupils emotional wellbeing.</p> <p>Class Charts data shows a reduction in high level behaviours and reflection room qualitative data indicates children's growing self-reflection and relationship repair skills.</p> <p>Next steps: monitor and evaluate attendance at Reflection Room to assess patterns, implement revised pupil premium tracker, enrichment strategy added to SIP to increase participation in enrichment activities, particularly among disadvantaged pupils, collect and action student and parent voice at planned intervals.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Whole school attendance for 2022/23 was 92%.</p> <p>Non-pp was 96%.</p> <p>PP was 90%.</p>

	<p>Next steps: implement minibus strategy for targeted PP families, continue to buy into Knowsley attendance service, implement parental engagement strategies, target red attendance days, enrichment and rewards</p>
Improved outcomes for children with SEND across school.	<p>Clear progress made for all KS2 children with EHCPs. Evidence for Learning used to record and assess progress.</p> <p>KS2 VA for reading at SEND support was +3.9%, -1.8 for writing and –0.3 for maths.</p> <p>Next Step: implement writing strategies outlined in SIP 2023-24. Phonics focus in DSP for next year to upskill staff. Additional TAs in place across each year group to support pupils with SEND, provision mapping to record and evaluate intervention and progress</p>

Externally provided programmes

Programme	Provider
Read Write Inc	
Maths No Problem	

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

