

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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 Park Primary |
| Number of pupils in school  | 568                    |
| Proportion (%) of pupil premium eligible pupils   | 244 (43%)              |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | September 2021-2024    |
| Date this statement was published   | September 2023         |
| Date on which it will be reviewed   | September 2024         |
| Statement authorised by   | N Boys                 |
| Pupil premium lead  | J Cox                  |
| Governor / Trustee lead   | C Winterbottom         |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £355,020 |
| Recovery premium funding allocation this academic year  | -        |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £355,020 |

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

- **What are your ultimate objectives for your disadvantaged pupils?**

At Northwood Park, we strive to provide an inclusive curriculum, where all children have the opportunity to reach their full potential and to develop as happy and successful individuals. We celebrate and value the diversity of our community and aim to work in harmony together, taking into account every child's individual needs and experiences in order to prepare them for life beyond primary school.

We are committed to providing high quality teaching that allows *all* children to excel by embedding and building on prior learning in order to reach their full potential. Planning is personalised to meet the needs of each child and lessons taught are carefully adapted. Staff use a variety of teaching styles, resources and additional adult support during lessons to remove any barriers to learning.

- **How does your current pupil premium strategy plan work towards achieving those objectives?**

The Pupil Premium Grant is additional funding allocated to raise the attainment of disadvantaged pupils. Northwood Park will use the grant to support these groups, comprising of pupils with a range of different abilities, to narrow any achievement gaps between them and their peers through an approach which focuses on strategies that will have the biggest impact.

- **What are the key principles of your strategy plan?**

Our pupil premium strategy sits at the heart of our School Development Plan (SDIP)

Its key principles are:

- High quality teaching and learning to narrow achievement gaps between disadvantaged pupils and peers.
- High quality continuous professional develop (CPD) for all staff.
- Targeted academic support.
- Wider strategies to support pupil attendance, mental health and well-being and cultural capital.

### Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Internal and external assessment indicate that the attainment % of disadvantaged children achieving Age Related Expectations (ARE) in Reading, Writing and Maths is below that of non-disadvantaged pupils.   |
| 2                | Internal and external assessment indicate that the gap between PP and XPP children achieving Greater Depth expectations in Reading, Writing and Maths is below that of non-disadvantaged pupils.  |
| 3                | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.   |
| 4                | 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.   |
| 5                | Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.<br><br>7.5 - 11% of disadvantaged pupils have been 'persistently absent' compared to 3.4 - 5% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |
| 6                | Our assessments, observations and discussions with pupils and families have identified that social, emotional and mental health difficulties – in particular, the ability to understand and regulate emotions – is more prevalent amongst disadvantaged pupils than their peers.  |

### 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   |
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| To raise the attainment of disadvantaged children achieving Age Related Expectations (ARE) in Reading, Writing and Maths so that the gap between PP and XPP is in line with, or above, the national average. | <ul style="list-style-type: none"> <li>✓ The attainment % in Reading, Writing and Maths has increased for PP children (and the gap between PP and XPP children has narrowed).</li> <li>✓ PP pupils are making at least expected progress than peers in order to</li> </ul> |

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|   | <p>close the gap in Reading, Writing and Maths.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>✓ Evidence of children understanding and applying early literacy skills in books and during learning walks (EYFS and KS1).</li> <li>✓ Increase in % of disadvantage pupils passing the Year 1 Phonics Check.</li> <li>✓ Evidence of children understanding and applying a range of comprehension skills to a wide range of text in books and during learning walks (KS2).</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>✓ Raised expectations of handwriting and presentation in books.</li> <li>✓ Evidence of children redrafting work in books to improve and up-level use of vocabulary and include a range of different sentence types.</li> <li>✓ Evidence of children understanding and applying basic writing skills in books and learning walks e.g. correcting punctuation and explaining skills used.</li> </ul> <p>Maths:</p> <ul style="list-style-type: none"> <li>✓ Evidence of children understanding and applying mathematical skills in books and learning walks.</li> <li>✓ Evidence of children using a range of concrete and practical resources during lessons to consolidate their knowledge of mathematical skills.</li> <li>✓ Increase in % of disadvantaged pupils who pass the Year 4 MTC.</li> <li>✓ Increase in % of disadvantaged pupils scores in their weekly Times table Test.</li> </ul> |
| <p>To raise the attainment of disadvantaged pupils achieving Greater Depth (GD) in Reading, Writing and Maths so that the gap between PP and XPP is in line with, or above, the national average.</p> | <ul style="list-style-type: none"> <li>✓ The attainment % in Reading, Writing and Maths for GD has increased for PP children (and the gap between PP and XPP children has narrowed).</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>✓ PP pupils are making at least expected progress than peers in order to close the gap in Reading, Writing and Maths.</li> </ul>   |
| To close the attainment gap in Early Reading and Writing skills between PP and XPP children in KS1 and EYFS. | <ul style="list-style-type: none"> <li>✓ The attainment % in Reading and Writing has increased for PP children.</li> <li>✓ PP pupils are making at least expected rates of progress than peers in order to close the gap in Reading and Writing.</li> </ul> |
| To close the gap between PP and XPP persistent absentees.  | <ul style="list-style-type: none"> <li>✓ Increased % of PP pupils attending school compared to the previous year's attendance.</li> <li>✓ To reduce the number of PAs (who are also disadvantaged pupils).</li> </ul>                                       |
| To improve the mental health and well-being of disadvantaged pupils.   | <ul style="list-style-type: none"> <li>✓ Pupils are happy in school.</li> <li>✓ Pupils understand how they are feeling and can articulate this.</li> <li>✓ Pupils are equipped with different strategies to help regulate their emotions.</li> </ul>        |

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: £122,376

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Speech and Language Therapist (additional NHS support) (£10,000)</p> <p>Educational Psychologist Support SLA (£12,000)</p> <p>EYFS Provision and Resources (£2,500)</p> <p>Additional Level 3 TA support (£43,860)</p> <p>Additional Level 2 TA Support (£21,000)</p> <p>Additional Higher Level Teaching Assistant (£28,016)</p> <p>Staff CPD (£5,000):</p> <ul style="list-style-type: none"> <li>- Additional Speech and Language Therapist</li> <li>- Educational Psychologist Support</li> <li>- Chimp Management Training</li> </ul> | <p>EEF Recommendations that have been considered are as follows:</p> <ul style="list-style-type: none"> <li>• Maximising the use of teaching assistants – Teaching Assistants must be <b>trained</b> and delivering <b>evidence-based interventions</b> that are <b>time-limited</b> and <b>measured for their impact</b>. <b>Explicit links</b> must be made between <b>parents</b>, the classroom and the intervention.</li> <li>• Use of Tuition Partners to support the most vulnerable children who have fallen behind e.g. SEN children and disadvantaged.</li> <li>• Using <b>diagnostic assessment</b> – such as a gaps analysis so that we can target interventions and ensure all teaching takes account of <b>prior learning</b>.</li> <li>• Focus on <b>professional development</b> – we have a large CPD to support training in quality first teaching. All TAs delivering interventions will have received training. Interventions will be <b>monitored regularly</b> and the impact assessed. This Covid catch-up plan will be under constant <b>re-view</b> and resources transferred across year groups as necessary.</li> <li>• <b>Meta-cognition and self-regulated learning</b> – ‘teachers should acquire the professional understanding and skills</li> </ul> | <p>Challenges:</p> <p>1-5</p> |

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| <ul style="list-style-type: none"> <li>- NPQ Leadership CPD</li> <li>- SENCO additional management time - 1 day (£10, 000)</li> <li>- Chimp Management (£750)</li> </ul> | <p>to develop their pupils' meta-cognitive knowledge'; 'self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning'.</p> <ul style="list-style-type: none"> <li>• 32% of our disadvantaged pupil have Special, Educational Needs and/or Disabilities (SEND), 7% of these pupils are receiving Wave 3 support to meet their needs and/or have EHCPs.</li> <li>• EEF Recommendation: social and emotional learning- improves interaction with others and self-management of emotions- impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</li> <li>• High quality staff CPD (including CPD delivered by SHINE Academies, English Hub and Maths Hub) is crucial in order to follow the principles outlined in the EEF.</li> <li>• CPD is followed up by tailored staff meetings and INSET.</li> </ul> |  |
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £60,540

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Targeted academic support includes the following:</p> <p>Tutor (Smile Education) to recover missed learning daily (6 hours) - £21,500</p> <p>Quality First Teaching</p> <p>Ongoing CPD for Teaching Assistants (delivered by Senior Leaders, Wolverhampton Outreach Team, Educational Psychologists and NHS Speech and Language Therapist)</p> <p>Mental Health and Well-being Focused CPD</p> <p>Maths and English CPD</p> <p>Leadership Time (weekly)</p> <p>Termly Pupil Progress Meetings – allow for monitoring of targeted academic support</p> <p>Designated LAC Teacher Time (weekly)</p> | <p>The EEF’s guide to pupil premium provides evidence that using a tiered approach (with quality first teaching as the top priority) followed by targeted interventions and CPD, improves outcomes for disadvantaged pupils.</p> <p>Sutton Trust research identifies quality first teaching as having a direct impact on pupil outcomes.</p> | <p>1-5</p> |
| <p>Investment in digital technology to support progress attainment in core subjects:</p>   | <p>The EEF’s guide to pupil premium highlights the importance of targeted academic support to raise outcomes for disadvantaged pupils.</p>   | <p>1-5</p> |



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| <p>IT Technician Support<br/>- (£8,000)</p> <p>Online Subscriptions<br/>– (£10,000)</p> <p>Including:</p> <ol style="list-style-type: none"> <li>1. Microsoft Teams – for use in school and at home.</li> <li>2. Grammarsaurus</li> <li>3. 2Simple</li> <li>4. White Rose Hub</li> <li>5. Spelling Shed</li> <li>6. SPAG.com</li> <li>7. Curriculum Schemes (Charanga, Rising Stars and Kapow!)</li> </ol> | <p>EEF research suggests clear evidence that the use of technology is beneficial for reading, spelling and maths practice.</p> |  |
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £149,896

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Employment of Family Liaison Team (FLT) to deliver targeted approaches to meet the needs of individuals:</p> <p>Family Liaison Team (1 x FLO, 1 x Level 2, 1 x Level 3) (£75,000)</p> <p>Attendance Officer (£20,000)</p> <p>Attendance Lead (£53,000)</p> | <p><b>Behaviour</b></p> <p>An EEF guidance report suggests six recommendations to support behaviour in school:</p> <ol style="list-style-type: none"> <li>1. Know and understand your pupils and their influences.</li> <li>2. Teach learning behaviours alongside managing misbehaviours.</li> <li>3. Use classroom management strategies to support good classroom behaviours.</li> <li>4. Use simple approaches as part of your regular routine.</li> </ol> | <p>1-5</p>                    |

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|   | <p>5. Tailor targeted approaches to meet the needs of individuals in your school.</p> <p><b>Attendance</b></p> <p>DfE research found a clear link between poor attendance and lower academic attainment.</p>  |            |
| <p>Cultural capital experiences promoted in the curriculum of which include:</p> <p>Trips (£3,500)</p> <p>Drum Workshops (£2,500)</p> <p>End of Year Productions (£500)</p> <p>Musical instruments (£2,500)</p> <p>Music tuition (£6,500)</p> <p>Running and upkeep of the school mini-bus</p> <p>Subsidised costs of trips</p> <p>Local sporting competitions</p> <p>Engagement of Outdoor Learning</p> <p>Investment in promoting positive mental health and well-being:</p> <p>Trained Mental Health First Aiders</p> <p>Targeted Mental Health and Well-being CPD</p> <p>Mental Health Lead and Deputy Lead in school</p> | <p>In line with the 2019 Ofsted Framework, a judgement will be made on the extent in which schools are equipping pupils with the skills and knowledge needed to succeed in life. <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> Ofsted, 2019.</p> <p>According to the Centre for Mental Health, one young person in 10 will experience a mental health problem every year.</p> <p>The Association for Children's Mental Health (ACMH) believe that addressing mental health needs in school is critically important because 1 in 5 children have a diagnosable emotional, behavioural or mental health disorder, while 1 in 10 young people have a mental health challenge that is severe enough to impair how they function at home, school or in the community.</p> <p>Many estimates show that even though mental illness affects so many children and teens aged 5 to 19 years, as many as one in four of them do not receive the mental health care they need.</p> | <p>1-5</p> |

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| Targeted Mental Health and Well-being Interventions delivered by the school's FLT.<br>Allocated 1:1 support for children with SEMH needs |  |  |
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**Total budgeted cost:** £355,020

## Part B: Review of outcomes in the previous academic year (2022-2023)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

- 1. Intended Outcome** - To raise the attainment of disadvantaged children achieving Age Related Expectations (ARE) in Reading, Writing and Maths so that the gap between PP and XPP is in line with, or above, the national average.

*The attainment % for disadvantaged pupils achieving age-related expectations (ARE) in Reading, Writing and Maths has improved across the school. As a result, the gap between disadvantaged and non-disadvantaged children has continued to narrow. On average, at least expected progress was made by disadvantaged pupils in Reading, Writing and Maths (in line with non-disadvantaged pupils) in all year groups.*

- 2. Intended Outcome** - To raise the attainment of disadvantaged pupils achieving Greater Depth (GD) in Reading, Writing and Maths so that the gap between PP and XPP is in line with, or above, the national average.

*The end of Key Stage 1 and 2 attainment % for pupils achieving Greater Depth in Reading, Writing and Maths (combined) is above the national %.*

- 3. Intended Outcome** - To close the attainment gap in Early Reading and Writing skills between PP and XPP children in KS1 and EYFS.

*The attainment gap between disadvantaged and non-disadvantaged pupils meeting the expected standard in KS1 Early Reading is 0%. The attainment gap between disadvantaged and non-disadvantaged pupils meeting the expected standard in Writing is +1%. % of pupils achieving age-related expectations in Phonics is above the national average.*

- 4. Intended Outcome** - To close the gap between PP and XPP persistent absentees.

*Persistent absentees continue to be down compared to the previous academic year. Disadvantaged pupils who have achieved 100% attendance to date this academic year has also increased. Overall attendance at Northwood Park is above average for all pupils including disadvantaged pupils.*

- 5. Intended Outcome** - To improve the mental health and well-being of disadvantaged pupils.

*We continued to provide targeted well-being and mental health support for disadvantaged pupils with the support of our family liaison team and targeted focused CPD.*

*On the most recent survey of parents (Summer 2023), it was reported that: - 96% of parents felt their child is happy and safe at school - 87% believe that school have dealt with any bullying issues quickly or reported that their child had never encountered bullying - 95% believe their child does well at NPPS.*

*Ofsted Report statement (July 2023):*

*“Pupils thrive in this inclusive, warm school, where leaders and teachers care deeply about its pupils.”*

*“Pupils benefit from an extensive range of opportunities outside of the curriculum to develop skills and talents. They ensure no barriers are in place that prevent pupils from experiencing these.”*

*“Everyone who is part of the Northwood family is very proud to be so.”*

### **Externally Provided Programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| <b>Programme</b> | <b>Provider</b> |
|------------------|-----------------|
| -                | -               |

### **Service Pupil Premium Funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

| <b>Measure</b>   | <b>Details</b> |
|--|----------------|
| How did you spend your service pupil premium allocation last academic year?    | -              |
| What was the impact of that spending on service pupil premium eligible pupils? | -              |

**Further Information (optional)**

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