

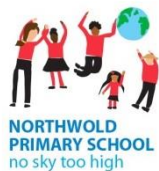
Northwold Primary - Impact Report Overview 2017-2018

Achievement of PPG Pupils (2018 KS2 Outcomes) Cohort = 29

% achieving the expected standard and above	School pupils eligible for PPG				National Average for all pupils			
	Progress Score	%at expected standard	% at higher standard	Average scaled score	Progress Score	%at expected standard	% at high standard	Average scaled score
Reading, Writing & Maths	n/a	69%	24%	n/a	n/a	64%	10%	n/a
Reading	0.58	69%	24%	105.2	0.31	75%	28%	105
Writing	3.17	90%	28%	n/a	0.24	79%	20%	n/a
Mathematics	5.60	90%	41%	109.5	0.31	76%	24%	104
Grammar, Spelling and Punctuation	n/a	86%	69%	113		78%	35%	106

Achievement of PPG Pupils (2018 KS1 outcomes) Cohort=24

2018	Indicator	School-PPG	Hackney -PPG	National (all pupils)
Reading	Working at and above the expected standard	79%	75%	75%
	Working at greater depth within the expected standard	29%	20%	26%
Writing	Working at and above the expected standard	67%	72%	70%
	Working at greater depth within the expected standard	17%	14%	16%
Mathematics	Working at and above the expected standard	83%	75%	76%
	Working at greater depth within the expected standard	33%	18%	22%
Science	Working at or above the expected standard	88%	79%	83%
RWM	Working at and above the expected standard	67%	67%	66%
	Working at greater depth within the expected standard	17%	10%	12%

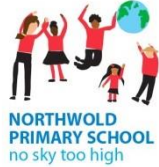


Phonics

PPG pupils in Year 1 Cohort-21 Year 2-9

Year 1-21		Year 2-9	
%Working At	Average Score	%Working At	Average Score
90%	34.2	78	29.87
Not Pupil Premium-38		Pupil Premium-5	
%Working At	Average Score	%Working At	Average Score
87%	35.0	80%	32.6

- The percentage of disadvantaged pupils in KS2 achieving expected or higher in Reading, Writing and Mathematics is 69%, 1% below the National average for non-disadvantaged pupils. However, the percentage of pupils achieving the higher standard is 24% compared to 10%, National average for non-disadvantaged pupils. Overall, the progress of KS2 pupils is above average in comparison with pupils nationally in all subjects except Reading. The percentage of pupils achieving the expected or higher standard in Reading was below that of other pupils nationally but above in Writing, Mathematics and GPS.*
- Disadvantaged KS1 pupils achieving the expected standard were above national in all subjects except Writing (3% below national). Reading, Writing and Mathematics at greater depth were above that for all pupils nationally and the combined percentage of PPG pupils achieving at the expected standard and above was above national averages for all pupils.*
- At the end of the Foundation Stage 53% of PPG pupils met the expected standard (Good Levels of Development- GLD). There is a significant gap compared to all pupils who attained 75% GLD. Disadvantaged pupils from different groups will be closely monitored to ensure that they are on track to meeting expected standard at the end of the Foundation stage.*
- Phonics Screening Check- 90% of the disadvantage children were working at the expected standard, which is a 3% above non pupil premium children.*

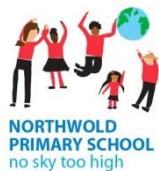


- *In most year groups majority of disadvantaged pupils are at the expected standard, broadly in line with other children in the school. (In house moderation and tracking system-Pupil Progress Meeting)*
- *Children taught in small groups make better than expected progress or in line with their peers in Reading, Writing, Mathematics and GSP.*
- *Booster intervention for PPG pupils demonstrate good or better end of year outcomes.*
- *Progress in Reading at the end of Key stages has improved this year however there need to be a focus on writing in order to align reading and writing outcomes.*
- *A programme of Therapeutic support continues- Counsellor who uses Art Therapy as an approach to support disadvantaged pupils who have experience emotional trauma has been accessed by disadvantaged pupils. Families benefit from information received during sessions. This results in better engagement with the school and outcomes for children. Counsellor also supports with transition to secondary school and works alongside CAMHS and Social Services where applicable.*
- *We broker additional time for Speech and Language team to support children with Language disorder and Language delay across the school.*

In addition to support received from the Hackney Learning Trust Education Psychologist (for statutory services), we broker the support of an independent Education Psychologist with regard to:

- *Behaviour Support*
- *ASD support*
- *Coffee Mornings for parents*
- *CPD for all staff*
- *Strategic support*
- *Early diagnosis and interventions*
- *MAT Meetings (Multi- Agency Team Meetings)*

The school works closely in partnership with other external support agencies such as CAMHS, the FAST Team and the Hackney Ark etc., ensuring that the most vulnerable families and pupils receive the appropriate specialist support they require. This has had a positive impact on well-being, attendance, progress and attainment.



- *EAL PPG pupils receive support from a specialist TA, ensuring that: new children are assessed (on entry), establishing an accurate baseline assessment and appropriate support to be offered. In addition, she supports children who have English as additional language to acquire literacy skills, so that they can access the curriculum and delivers the Precision Teaching programme.*
 - *Working closely with Education Welfare Attendance Officer to ensure that pupils attend school. PPG pupils' attendance is closely monitored and attendance meeting are held with parents.*
 - *Incentives/rewards are provided to pupils at the end of the year with 100% attendance. This helps to motivate pupils and their parents to be punctual and have a good attendance record.*