



Outwood Primary School Pupil Premium Strategy Statement

1. Summary information					
School	Outwood Primary				
Academic Year	2016-17	Total PP budget	£95,380	Date of most recent PP Review	N/A
Total number of pupils	217	Number of pupils eligible for PP	75	Date for next internal review of this strategy	Jan 2017

2.	3. Current attainment (Y6)		
	13 Pupils eligible for PP	8 Pupils eligible for PP without SEND	Pupils not eligible for PP
% achieving in reading, writing and maths	31% (39%)	50%	57% (60%)
% making progress in reading	31% (53%)	63%	69% (71%)
% making progress in writing	62% (64%)	88%	100% (79%)
% making progress in maths	54% (57%)	38%	85% (75%)

* % in brackets are what pupils achieved nationally

4. Barriers to future attainment for pupils eligible for PP	
In-school barriers <i>(issues to be addressed in school)</i>	
A.	Pupils who are eligible for PP also have SEND particularly Dyslexia (26%). This slows progress in reading and writing.
B.	Poor speech and language in EYFS are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
C.	Poor social skills and behaviour issues for a small group of KS2 pupils (mostly eligible for PP) are having an impact upon on their academic progress and the learning environment
D.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across the school. This prevents sustained high achievement.
External barriers <i>(issues which also require action outside school)</i>	
E.	Attendance rates for pupils eligible are 93.03% (including nursery) which is below the target for all children of 95%. This reduces their school hours and causes them to fall behind on average.
F.	PP children not always supported with homework/reading which consolidates children's learning.
G.	Uniform/equipment of PP children e.g. PE Kits – some low income families find it hard to afford school uniforms etc. which can have a detrimental effect on self-esteem and ability to access all areas of the curriculum.

5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Dyslexia friendly classrooms and SEND pupils supported effectively.	Pupils eligible for PP who also have SEND make good progress from their differing starting points.
B.	Improve speech and language skills for pupils eligible for PP in EYFS.	Pupils eligible for PP in EYFS make accelerated progress by the end of the year so that all pupils eligible for PP meet age related expectations.
C.	Behavioural issues of KS2 pupils addressed and social skills improved.	Fewer behaviour incidents recorded for these pupils and learning enhanced.
D.	Higher rates of progress across the school for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across the school in maths, reading and writing. Measured by teacher assessments and successful moderation practices.
E.	Improve attendance and wellbeing of children eligible for PP children.	Pupils eligible for PP attending school on a more regular basis with less numbers of absences to reduce the amount of lost learning opportunities. Target of 95%.

6. Planned expenditure					
Academic year			2016-17		
How the school is using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Dyslexia friendly classrooms and SEND pupils supported effectively.	Staff training on dyslexia, ASD and attachment difficulties.	Tracking of writing and VGPS attainment has highlighted that pupils with dyslexia are not making as much progress as their peers.	Specific highly effective training researched by SENCo and SLT. Courses selected using evidence of effectiveness. Use staff meetings to deliver training. Inclusion Manager observation of effectiveness of strategies and learning environment. Lessons from training embedded in classroom practice. Under the direction of the class teachers and PP Champion, implement targeted interventions.	SENDCo/HT /SLT Pupil Premium Champion/ Subject leaders	Jan 2017
B. Improved speech and language skills for disadvantaged pupils.	Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception SLE.	Pupils in EYFS with low starting points in Communication, Language & Literacy have been identified in baseline assessments.	EYFS to complete Wellcomm programme to support and track development in speech and language skills.		Targeted support is reviewed half termly.
	Teachers to attend SEND Termly Reviews.	The school’s internal tracking has highlighted that the percentage of pupils ‘working at greater depth’ is low compared to national figures. We want to ensure that PP pupils can achieve high attainment as well as simply ‘meeting expected standards’. Relevant staff will provide stretch and encouragement for these pupils.	HT to track progress of HA pupils in termly pupil progress meetings. SLT to monitor through learning walks and book scrutinises. Pupils eligible for PP identified as high ability make as much progress as ‘other’ pupils across both Key Stages in maths, reading and writing. Measured in all classes by teacher assessments and successful moderation practices established.		
D. Higher rates of progress across the school for high attaining pupils eligible for PP.	Ongoing staff training on differentiation, high expectations, challenge and problem-solving.				
	CPD to mastery and working at greater depth	From staff meetings, book scrutiny’s and assessments teachers have requested further CPD for teaching and learning at greater depth.			
Total budgeted cost: Dyslexia training, PBSS support, Wellcomm package & training, mastery & other CPD, assessment:				£7,238	

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Improved speech and language skills for disadvantaged pupils.	EYFS targeted group to do the Wellcomm programme	From assessments students have been targeted to diminish the difference. The Wellcomm programme has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Monitored by SLT	EYFS Leader	End of each term
D. Higher rates of progress across the school for high attaining pupils eligible for PP.	Ongoing staff meetings on differentiation, high expectations, challenge (mastery), problem-solving. Year 6 - weekly booster sessions.	Data suggests that high achieving PP pupils are not making as much progress as pupils nationally. We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Monitored by SLT and class teachers. Reviewed termly in pupil progress meetings with the headteacher. Well planned sessions that are regularly assessed by teachers. Weekly booster classes led by Deputy Headteacher.	Pupil Premium Coordinator	Mar 2017
Total budgeted cost: Wellcomm training, additional teaching time, tuition, booster classes, CPD for teachers & teaching assistants, teaching assistants, interventions training and delivery:				£56,400	

iv. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E. Improved attendance and wellbeing.	<p>Part of admin manager's role is to monitor attendance and follow up quickly on absences.</p> <p>LA attendance procedures are put in place for persistent absence. First day calling for all children. Team around the School supports families with attendance issues.</p> <p>Weekly awards</p> <p>Restorative Approaches used across school to repair relationships.</p> <p>Increased identification of children who need support with mental health issues. Nurture groups to be set up in order to meet the individual needs of these children. Mindfulness introduced into classes.</p>	<p>Attendance Matters documents – absence increases the chance of pupils falling behind in their learning and progress made. There is a clear link between attendance and attainment.</p> <p>.</p>	<p>Office staff meet weekly to review attendance and monitor. Monthly reports provided to Headteacher</p> <p>Attendance across school is monitored every week.</p> <p>Ongoing training and monitoring of behaviour systems e.g. behaviour files.</p> <p>Use of the 'well-being tool' to identify and monitor need</p>	Pupil Premium Coordinator Office staff	Jan 2017
C. Behavioural issues of KS2 addressed and social skills improved.	Staff training on meeting the needs of pupils with SEND, ASD, attachment difficulties Identify a targeted behaviour intervention for identified pupils. Use Restorative	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	<p>SENDCo disseminate training to staff.</p> <p>Monitoring of teaching and learning</p> <p>Ensure identification of target pupils is fair, transparent and recorded well.</p>	KS2 teachers SENDCo SLT	Jan 2017

	Approaches and focus on positive behaviours.	Tracking behaviour suggests a potential impact upon learning and teaching.			
Total budgeted cost: Attendance admin, attendance incentives, Mindfulness training, Mental Health training, RA training, PBSS support, teaching assistants:					£33,186
7. Review of expenditure					
Previous Academic Year			2015-16		
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost	
To ensure that the differences are diminished between pupils entitled to PP and other pupils in EYFS.	Talking Partners intervention Magic Maths intervention Phonics setting Challenging & engaging provision	In the EYFS: 78% of PPG pupils achieved Good Level of Development (GLD) compared to 71% of pupils not entitled to PGG and 51% of pupils entitled to PPG in the LA. 89% of pupils entitled to PPG achieved the expected + standard for reading compared to 86% not entitled to PPG. 78% of pupils entitled to PPG achieved the expected + standard for writing compared to 76% not entitled to PPG. 100% of pupils entitled to PPG achieved the expected + standards for number compared to 86% not entitled to PPG.	The differences has been diminished between pupils eligible for PPG and those pupils not entitled to PPG. Early intervention for these pupils has enabled pupils to make accelerated progress. This will need to continue into Y1 and this approach will become embedded in the EYFS. Through earlier identification of children eligible for FSM, the progress of these children will be tracked closely and discussed during termly pupil progress meetings.	£7000	

<p>To ensure that the differences are diminished between pupils entitled to PP and other pupils in KS1.</p>	<p>Talking Partners intervention</p> <p>SERI intervention</p> <p>Project X Code Phonics intervention</p> <p>Magic Maths Intervention</p> <p>Phonics setting</p> <p>Challenging & engaging provision</p>	<p>In Year 1: 71% of PPG pupils achieved expected level in phonics (86% of pupils at school not entitled to PPG achieved expected grade; LA – 82%, national 81%)</p> <p>In Year 2: 78% of PPG pupils achieved expected level in reading (85% of pupils at school not entitled to PPG achieved expected grade, LA – 76%, national – 74%); 78% of PPG pupils achieved expected level in writing (80% of pupils at school not entitled to PPG achieved expected grade; LA – 68%; national – 65%); 100% of PPG pupils achieved expected level in maths (75% of pupils at school not entitled to PPG achieved expected grade; LA – 73%; national – 73%)</p>	<p>There is a small gap between PPG pupils and their peers in reading and writing in Y2. This gap has reduced as a result of specific interventions, in particular, SERI. The impact of interventions increased when support staff had both the training and time to deliver specific interventions. This has led to changing both timetables and training for staff who will lead interventions in speech and language, phonics and early reading and writing support next year.</p>	<p>£10,200</p>
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<p>To ensure that the differences are diminished between pupils entitled to PP and other pupils in KS2.</p>	<p>Targeted support in maths</p> <p>Booster classes</p> <p>Leicester Inference reading Intervention</p> <p>Project Code X Phonics Intervention</p>	<p>In Year 3: 75% of PPG pupils achieved at least the expected level in reading compared to 82% of pupils at school not entitled to PPG. 75% of PPG pupils achieved at least the expected level in writing compared to 82% of pupils at school not entitled to PPG. 88% of PPG pupils achieved at least the expected level in maths compared to 91% of pupils at school not entitled to PPG.</p> <p>In Year 4: 70% of PPG pupils achieved at least the expected level in reading compared to 89% of pupils at school not entitled to PPG. 60% of PPG pupils achieved at least the expected level in writing compared to 84% of pupils at school not entitled to PPG. 40% of PPG pupils achieved at least the expected level in maths compared to 89% of pupils at school not entitled to PPG.</p> <p>In Year 5: 25% of PPG pupils achieved at least the expected level in reading compared to 78% of pupils at school not entitled to PPG. 25% of PPG pupils achieved at least the expected level in writing compared to 72% of pupils at school not entitled to PPG. 25% of PPG pupils achieved at least the expected level in maths compared to 72% of pupils at school not entitled to PPG.</p>		<p>£27,500</p>
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<p>To improve outcomes for pupils entitled to PP in Y6.</p>	<p>Additional teaching interventions in Year 6</p> <p>Additional interventions in literacy from support staff</p> <p>Additional reading and reading assessment resources, including afterschool tutoring</p>	<p>In writing, outcomes for pupils exceeded LA and national scores, in maths in line with LA and national scores.</p> <p>31% of PPG pupils achieved expected level in reading (69% of pupils at school not entitled to PPG achieved expected grade, LA - 69%; national 66%)</p> <p>54% of PPG pupils achieved expected level in maths (85% of pupils at school not entitled to PPG achieved expected grade; LA – 74%; national -70%)</p> <p>62% of PPG pupils achieved expected level in writing (100% of pupils at school not entitled to PPG achieved expected grade; LA – 76%; national -74%)</p>	<p>Some impact from targeted support in maths lessons with the gap between PPG and non-PPG pupils reducing from the start of the year.</p> <p>There is little evidence reading interventions made a difference to children’s outcomes.</p> <p>In 2016/17, interventions in this subject to be monitored closely and impact measured half termly to evaluate effectiveness more closely.</p> <p>After school booster groups took place and showed impact in maths and writing. The DHT/Y6 teacher and Y5 teacher will be leading booster groups and before school clubs to increase additional support.</p> <p>The use of English, maths and science revision materials are to be purchased for children to use at the beginning of the year to ensure largest impact.</p>	<p>£15,300</p>
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To improve emotional wellbeing for pupils entitled to PP which will impact upon the overall progress made.	<p>Forest Schools</p> <p>Play Therapy</p> <p>Peer Massage</p> <p>Restorative Approaches</p>	<p>Pupils entitled to PPG took part in targeted Forest School programme. They improved their leadership and team work skills. These skills were then take back into the classroom.</p> <p>The pupils who participated in play therapy were tracked and all made progress in the development of peer relationships, emotional wellbeing and conduct.</p> <p>Less incidents of poor behaviour were recorded after pupils participated in peer massage. Pupils reported feeling less anxious and more ready to learn.</p> <p>Since the school has embraced the restorative approach behaviour has improved in and outside the classroom. Y6 pupils resolve low level conflicts in the playground within their role as 'Restorative Champions'.</p>	<p>The Forest School lessons have proved to have a positive approach and will be rolled out to all classes next year.</p> <p>Targeted pupils will continue to access play therapy. This has proven to be a valuable approach to improving the wellbeing of vulnerable pupils.</p> <p>More classes will be trained in using peer massage as when used consistently it has been reported to have improved anxiety and less poor behaviour.</p> <p>All staff will have further training in using restorative approaches as it has been proven to improve and repair relationships over the year. This is to ensure that the approach is embedded across the school.</p>	£23,274

ii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Increased attendance rates for pupil entitled to PP.	<p>Attendance awards/incentives</p> <p>Office staff responsible for monitoring attendance</p> <p>Regular analysis of attendance and tracking of pupils below 90%</p>	<p>Attendance figures at the end of the year are 93.92% PPG children, 93.91% non PPG children.</p> <p>Systems for monitoring attendance have been increased to include first day calling for all children that are absent and follow up calls and discussions with those whose attendance is a cause for concern.</p>	<p>Team around the School will be used to improve attendance outcomes for a few PP children, along with improving health and well-being for all members of the family.</p> <p>First day calling for all children has improved attendance throughout school and this will continue.</p> <p>A whole school weekly attendance award is used to promote attendance. Half termly events for children who have achieved 100% attendance. A Rise and Shine Club is to be set up for PP children to encourage better attendance and punctuality.</p> <p>Weekly tracking of attendance and punctuality to identify families who may need further support.</p>	£4,887

Increase access to enrichment activities through subsidizing after school clubs and enrichment activities provided by the school.	Subsidies for after-school enrichment, enrichment activities to include visits and visitors during school day and Y6 residential.	Increased wellbeing and self-confidence. Also developed resilience and motivation for learning which had a positive impact upon pupil progress.	Staff will analyse take up of after school clubs and residential activities more closely next year so that financial support can be targeted to PP children so that they participate in more enrichment activities after school Enrichment activities during the school day, including subsidised visits and visitors to school, have had a good impact upon all children and increased motivation for learning and this funding will continue, with increased support for PP children. Specific clubs are to be set up for PP children e.g. homework, athletics, baking etc.	£2000 Enrichment activities £1990 – Residential
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8. Additional detail

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