



Outwood Primary School Pupil Premium Strategy Statement

1. Summary information					
School	Outwood Primary				
Academic Year	2017-18	Total PP budget	£82,703	Date of most recent PP Review	N/A
Total number of pupils	223	Number of pupils eligible for PP	64	Date for next internal review of this strategy	April 2018

2.	3. Current attainment (Y6 2016-17)		
	11 Pupils eligible for PP	8 Pupils eligible for PP without SEND	17 Pupils not eligible for PP
% achieving in reading, writing and maths	27% (39%)	38%	53%(61%)
% making progress in reading	55%(53%)	63%	82%(73%)
% making progress in writing	64%(64%)	88%	71%(79%)
% making progress in maths	55%(58%)	63%	76%(76%)

* % in brackets are what pupils achieved nationally

4. Barriers to future attainment for pupils eligible for PPG (Pupil Premium Grant)	
In-school barriers <i>(issues to be addressed in school)</i>	
A.	Poor speech and language in EYFS are lower for pupils eligible for PPG than for other pupils. This slows reading progress in subsequent years.
B.	High ability pupils who are eligible for PPG are making less progress than other high ability pupils across the school. This prevents sustained high achievement.
C.	Emotional barriers are impacting upon learning for pupils eligible PPG.
D.	Low starting points for pupils eligible PPG.
External barriers <i>(issues which also require action outside school)</i>	
E.	Attendance rates for pupils eligible were 95.03% last year (including nursery) which was above the target for all children of 95%. Those whose attendance is less than 95% have reduced school hours and causes them to fall behind on average. We would aim for this to improve.
F.	Children entitled to PPG not always supported with homework/reading which consolidates children's learning.
G.	Uniform/equipment of eligible 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.	Improve speech and language skills for pupils eligible for PPG in EYFS.	Pupils eligible for PPG in EYFS make accelerated progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Higher rates of progress across the school for high attaining pupils eligible for PPG.	Pupils eligible for PPG 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.
C.	All pupils eligible for PPG make expected progress from their starting points.	Pupils eligible for PPG make expected progress by the end of the year.
D.	Emotional barriers are reduced through therapeutic intervention and this positively impacts upon learning for pupils eligible PPG.	Pupils eligible for PPG identified for support through various therapeutic interventions, School Age Plus worker and family support through school based TAC.
E.	Improve attendance and wellbeing of children eligible for children eligible for PPG.	Pupils eligible for PPG 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			2017-18		
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. 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.	<p>Pupils in EYFS with low starting points in Communication, Language & Literacy have been identified in baseline assessments.</p> <p>Early intervention suggests that early years and pre-school intervention is beneficial with above average levels of impact. Highly successful last year with children 4/6 pupil premium made expected progress in all areas – the other 2 were SEND who did make progress in speech and language at their level. Evidence also shows that for many children who do not receive timely support, their needs persist and in some cases get worse. (Goswami and Bryant, 2007; Eastman 2011)</p>	<p>Under the direction of the class teachers and PP Champion, implement targeted interventions.</p> <p>EYFS to complete Wellcomm programme to support and track development in speech and language skills.</p> <p>HT to track progress of pupils in termly pupil progress meetings.</p> <p>Inclusion manager/PP Champion to meet with speech and language specialist 1x per month.</p>	Inclusion Manager /HT /SLT Pupil Premium Champion/ Subject leaders	<p>Jan 2018</p> <p>Targeted support is reviewed half termly. Jan 2018</p>

B. 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	<p>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.</p> <p>From staff meetings, book scrutinies and assessments teachers have requested further CPD for teaching and learning at greater depth.</p>	<p>SLT to monitor through learning walks and book scrutinies. Pupils eligible for PPG 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.</p>	Inclusion Manager /HT /SLT Pupil Premium Champion/ Subject leaders	<p>Jan 2018</p> <p>Targeted support is reviewed half termly.</p>
C. All pupils eligible for PP make expected progress from their starting points.	High quality first teaching supported by teaching assistants Intervention packages	Research has shown that when TAs are given a particular pedagogical role or responsibility for delivering specific interventions the effect seems to be greater.	<p>PPA time given for planning and preparation. Lesson observations and feedback to staff by SLT. Book scrutinies and moderation across school and LA. Class teachers monitor progress using pupil tracker on line. Termly pupil progress meetings with HT.</p>	Inclusion Manager /HT /SLT Pupil Premium Champion/ Subject leaders	<p>Jan 2018</p> <p>Targeted support is reviewed half termly.</p>
Total budgeted cost: Wellcomm package & training, mastery & other CPD, assessment: School Pupil Tracker Online:					A share of £56,703

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?
A. Improved speech and language skills for disadvantaged pupils.	EYFS targeted group to do the Wellcomm programme.	From assessments pupils have been targeted to diminish the difference. The Wellcomm programme has been independently evaluated and shown to be effective in other schools. Research shows that where a programme is delivered regularly for a short space of time it has a greater impact than once a week for a longer period.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Class teachers and EYFS lead will review the program delivery regularly with Speech and Language therapist. SLT to monitor delivery and impact of the programs each half term. In termly standard review meetings impact will be discussed and amendments made in light of all. This will be monitored by inclusion manager and Speech and language therapist on a termly basis.	EYFS Leader	End of each term
B. 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. Continued professional development for staff.	Data suggests that high achieving PPG pupils are not making as much progress as pupils nationally. We have closed this gap in maths and need to build upon this good practice. We want to continue 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. Looking at marking and feedback to ensure improvement in learning outcomes. Identify those children who should be exceeding and put strategies in place including intervention such as Leicester reading intervention. Reviewed termly in pupil progress meetings with the head teacher. Pupils with similar attainment levels grouped together to teach more effectively. Well planned sessions that are regularly assessed by teachers. Weekly booster classes led by Deputy Headteacher.	Pupil Premium Champion/SLT and all staff	Ongoing throughout year at pupil progress meetings.

<p>C. All pupils eligible for PP make expected progress from their starting points.</p>	<p>Ongoing staff meetings on differentiation, high expectations, challenge (mastery), problem-solving. Numeracy computer based intervention package for year 6 pupils. Booster sessions, well planned use of teaching assistants to support this cohort particularly if they have SEND as well as eligible for PPG.</p>	<p>The Education Endowment Foundation (EEF) report 'Making best use of teaching assistants (TAs)' says that while the typical deployment and use of TAs has not generally led to improvements in academic outcomes, there is emerging evidence that TAs can provide "noticeable improvements to pupil attainment". It suggests that TAs can have a positive impact on outcomes when they work alongside teachers to provide complementary learning. Some TA time will be used to allow teachers to lead smaller personalised programmes for these vulnerable. Targeted support in maths 2016-17 showed improved outcomes for children and closed the pupil premium gap. Use of digital technology is associated with moderate learning gains – motivating pupils to practice more</p>	<p>Monitored by SLT and class teachers.</p> <p>Inclusion Manager to monitor the SEND children who are also eligible for PPG in addition.</p> <p>Meetings with Learning Support Assistants/TAs with Head and Inclusion manager.</p>	<p>Pupil Premium Champion/SLT and all staff</p>	<p>Ongoing throughout year at pupil progress meetings.</p>
<p>Total budgeted cost: Wellcomm training, additional teaching time, tuition, booster classes, CPD for teachers & teaching assistants, teaching assistants, Inclusion manager ½ day per week, interventions training and delivery:</p>					<p>A share of £56,703</p>

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?
D. Emotional barriers are reduced through therapeutic intervention and this positively impacts upon learning for pupils eligible PP.	Play therapy Mindfulness Forest Schools Sports coaches Restorative approaches Guitar lessons	<p>Social and emotional learning seeks to improve attainment by improving the social and emotional dimensions of learning. (Sutton Trust 2012)</p> <p>Studies of outdoor learning interventions consistently show positive benefits and wider outcomes such as self-confidence, self-efficacy and motivation- children appear to make approx. 3 months additional progress in the course of a year . (Sutton Trust 2012)</p>	<p>Review meetings with play therapist. Strengths and difficulties questionnaires, class observations SLT monitoring through TAC particularly headteacher and inclusion manager. Capacity groups of 6 children per term focussing on emotional well being.</p> <p>Review meetings with the Forest School teacher and cohort reports, monitoring pupil progress through meetings. Using scaling and circles to monitor well-being and questionnaires for pupils at the beginning and end of sessions to monitor impact on well-being.</p>	Forest school leader TAs Class teachers Sports coaches	End of each term
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 (TAS) supports families with attendance issues.</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>	Pupil Premium Champion / HT Office staff	Jan 2018

	Weekly awards Restorative Approaches used across school to repair relationships. 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.		Ongoing training and monitoring of behaviour systems e.g. behaviour files. Use of the ‘well-being toolkit’ to identify and monitor need.		
Total budgeted cost: Attendance admin, attendance incentives, Mindfulness training, Mental Health training, teaching assistants, guitar lessons, play therapist, forest school teacher, sports coaches:					£26,000
7. Review of expenditure					
Previous Academic Year: £96,143			2016-17		
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost	
A. Dyslexia friendly classrooms and SEND pupils supported effectively.	Dyslexia friendly training for staff.	Pupils eligible for PPG who also have SEND make good progress from their differing starting points.	Early intervention for these pupils has enabled pupils to make good progress. This approach is embedded now in classroom practice with coloured backgrounds, effective use of fonts/displays, toolkits for numeracy and literacy.	£70,143 overall for all outcomes A-C School Improvement buyback cost £2961.53 including PBSS training	

<p>B. 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: 67% of PPG pupils achieved at least the expected level in reading compared to 78% of pupils at school not entitled to PPG. 67% of PPG pupils achieved at least the expected level in writing compared to 78% of pupils at school not entitled to PPG. 87% of PPG pupils achieved at least the expected level in maths compared to 60% of pupils at school not entitled to PPG.</p> <p>In Year 4: 92% of PPG pupils achieved at least the expected level in reading compared to 86% of pupils at school not entitled to PPG. 75% of PPG pupils achieved at least the expected level in writing compared to 68% of pupils at school not entitled to PPG. 87% of PPG pupils achieved at least the expected level in maths compared to 82% of pupils at school not entitled to PPG. Our PP children outperforming the non-pupil premium children.</p> <p>In Year 5: 50% of PPG pupils achieved at least the expected level in reading compared to 79% of pupils at school not entitled to PPG. 50% of PPG pupils achieved at least the expected level in writing compared to 74% of pupils at school not entitled to PPG. 38% of PPG pupils achieved at least the expected level in maths compared to 84% of pupils at school not entitled to PPG.</p>	<p>Continue to target those children who are not reaching expected year group objectives, look at autumn assessment data to inform interventions/boosters for Spring term Use Bright Maths intervention run by TA in year 3/4</p>	<p>£56,000 on staffing for: 1/2 day Inclusion Manager, Leicester Reading Inference intervention training and delivery. Assessment and monitoring time for staff/deputy head 5 classroom teaching assistants teacher CPD / data analysis Maths workshop £700 Drama production and workshop £950</p>
----------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>C. To improve outcomes for pupils entitled to PPG 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 and reading outcomes for pupils were in line with LA and national scores. In maths outcomes were marginally below the LA and national scores.</p> <p>55% of PPG pupils achieved expected level in reading (76% of pupils at school not entitled to PPG achieved expected grade; LA - 69%; national 69%) The gap is now 23%.</p> <p>55% of PPG pupils achieved expected level in maths (82% of pupils at school not entitled to PPG achieved expected grade; LA – 74%; national -70%) The gap is now 21%</p> <p>64% of PPG pupils achieved expected level in writing (71% of pupils at school not entitled to PPG achieved expected grade; LA – 76%; national -74%) The gap is now 7%</p> <p>In 2016, for pupil premium, for reading the school was in quartile 5 which was the bottom 20% of the country based on progress measures. In 2017 we had moved up to quartile 2 in the 80% band.</p> <p>Quartile 4 to 3 for reading owing to the SEND cohort with Dyslexia.</p> <p>Maths went from quartile 3-4 therefore reinforcing the need to focus on maths.</p>	<p>Some impact from targeted support in maths lessons with the gap between PP and non-PP pupils (36% of cohort pupil premium). From their starting point at the beginning of the year, the gap closed from 48% to 21%.</p> <p>There is little evidence reading interventions made a difference to children’s outcomes. 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>	

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
D. To improve emotional wellbeing for pupils entitled to PPG 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</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>	<p>£26,000 :Includes Forest Schools at £142 per session per week £4,260</p> <p>Play Therapy £53.08 per session per child. £9,554.40</p> <p>Total £13,814.40</p>

ii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
E. Increased attendance rates for pupil entitled to PPG.	<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>	Attendance figures at the end of the year are 94.59% PPG children, 94.38% non PPG children. This shows an improvement in increased attendance for pupil premium of 0.67% from the previous year and that the attendance of pupil premium percentage is now higher than non-pupil premium. 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>Team around the School will continue be used to improve attendance outcomes for a few children entitled to PPG, 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 Weekly tracking of attendance and punctuality to identify families who may need further support.</p> <p>Use of School Age Plus worker and TAC meetings to support families is effective.</p>	Included in £26,000: Increased hours for office staff to work on attendance initiatives including work with Manchester Airport.

F. Increase access to enrichment activities through subsidising 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.	<p>Staff will analyse take up of after school clubs and residential activities more closely next year so that financial support can be targeted to ensure that children entitled to PPG participate in more enrichment activities after school.</p> <p>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 PPG children.</p>	<p>Includes Progressive Sports club, lunchtime clubs at £10 per session, extra PPG PE session at £25 per week and after school club at £25 per session 5 times per week.</p> <p>Fidler music £6.50 per session x 5 children entitled to PPG.</p> <p>Residential payment of £2,172 payment for 2 children entitled to PPG plus £62 per child and staff member.</p>
--------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

8. Additional detail

Pupils who were eligible for PPG also had SEND particularly Dyslexia (26%). This slowed progress in reading and writing.

Poor speech and language in EYFS were lower for pupils eligible for PPG than for other pupils. This slowed reading progress in subsequent years.

Poor social skills and behaviour issues for a small group of KS2 pupils (mostly eligible for PPG) were having an impact upon on their academic progress and the learning environment.

High ability pupils who are eligible for PPG were making less progress than other high ability pupils across the school.