



Outwood Primary school Pupil Premium Strategy Statement 2019-20

Summary information					
School	Outwood Primary				
Academic Year	2019/20	Total PP Budget	£78,382.00	Date of most recent review	September 2019
Total Number of pupils	176 Reception – Year 6 201 including nursery	Number of pupils eligible for PP 36-FSM 6-LAC 16-Ever 6	57 28%	Date for next internal review of this strategy	September 2020

Current attainment (End of Year data for Key Stage 1 2018/19 SATs - % PP 8/30 children)			
	Pupils eligible for PP in our school	National disadvantaged	Gap
Percentage achieving combined National standard in Reading, Writing and Maths	13%	Pending %	
Percentage working at expected standard plus in Reading	50%	62%	12%
Percentage working at expected standard plus in Writing	13%	55%	42%
Percentage working at expected standard plus in Maths	38%	62%	25%

Current attainment (End of Year data for Key Stage 2 2018/19 SATs - % PP 10/28 children)			
	Pupils eligible for PP in our school	National disadvantaged	Gap
Percentage achieving combined National standard in Reading, Writing and Maths	30%	51%	21%
Percentage working at expected standard plus in Reading	40%	62%	22%
Percentage working at expected standard plus in Writing	60%	68%	18%
Percentage working at expected standard plus in Maths	70%	67%	3%

Main barriers to educational achievement
In school barriers

- Speech and language difficulties in EYFS and Key Stage 1 are higher for pupils eligible for PPG than for other pupils. This impacts phonics in Year 1 and reading and writing skills.
- 32% of PP children are also identified as having Send .
- 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.
- Social, emotional and mental health difficulties in Key Stage 2 children are impacting the progress for pupils eligible for PPG.
- Pupils eligible for PPG are entering our EYFS with lower starting points in their fine and gross motor skills, speech and language and social skills.

External barriers

- Attendance rates for Pupil Premium pupils.
- Parental engagement for learning. Parents do not attend important information events at school and do not support children's learning at home.
- Enrichment experiences outside of the classroom.

Pupil Premium Expenditure to address barriers	Cost	Desired outcome
<ul style="list-style-type: none"> • Staff training to develop vocabulary across the curriculum for the high attaining pupils in EYFS and Reception Year 1, from EYFS/Reception SLE. • Under the direction of the class teachers and PP champion, implemented targeted interventions will be delivered. • EYFS to complete Well comm programme to support and track development in speech and language skills. • HT and Sendco to track progress of pupils in termly pupil progress meetings. • School to buyback the Speech and language service which will mean a speech therapist will work in school once a month. 	Staffing costs	<ul style="list-style-type: none"> • Improved speech and language skills for disadvantaged pupils due to early intervention by school staff. • Early assessment and identification of need by staff to be passed on to Sendco and Tracy Gordon the school based therapist. • Wellcomm assessment used to successfully identify pupils who need early intervention.
<ul style="list-style-type: none"> • Ongoing staff training on differentiation, high expectations, challenge and problem solving. CPD to mastery and working at greater depth. • Entitlement Framework universal provision to be implemented to support quality first teaching. • SLT to monitor through learning walks and book scrutinies. • Pupils eligible for PP identified as high ability make as much progress as 'other' pupils across both key stages in maths, reading and writing. 	Staffing costs Motor skills staff training - £100 Deep dive in to music - £20	<ul style="list-style-type: none"> • Higher rates of progress across the school for high attaining pupils eligible for PP. • Teachers to intervene sooner and ensure QFT strategies are delivered within each classroom. • Booster sessions to be planned and delivered for Year 6 children.
<ul style="list-style-type: none"> • High quality first teaching supported by teaching assistants. • Intervention packages. • PPA time given to teaching staff 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 Simms. Termly pupil progress meeting with Headteacher and Sendco. 	Staffing costs PPA cover from HLTA and Sports coach	<ul style="list-style-type: none"> • All pupils eligible for PP will make expected progress from their starting point.
<ul style="list-style-type: none"> • School have provided play therapy, mindfulness, forest schools, sports coaches, restorative approaches and guitar lessons for PP pupils. These interventions are all reviewed regularly to monitor the impact on well-being. 	Play thereapy - £4623 2X£72.24 x 32 weeks Forrest school – £4530	<ul style="list-style-type: none"> • Emotional barriers are reduced through therapeutic intervention and this positively impacts upon learning for pupils eligible for PP. • A restorative approach to be undertaken by all members of school staff when dealing with challenges.

	<p>3 terms (10 weeks each)</p> <p>Sports coaches £5850 £150 per week x 39 weeks</p> <p>Guitar £208 £6.50 each child x 32 weeks</p>	
<ul style="list-style-type: none"> Attendance of PP pupils is monitored daily by the admin manager. The LA attendance procedures are put in place for persistent absences. Team around the school (TAS) supports families with attendance issues. 	Staffing costs	<ul style="list-style-type: none"> Improved attendance and well-being.

Measuring the impact of the pupil premium	Date of next review
<ul style="list-style-type: none"> Higher rates of progress through targeted support for high attaining pupils eligible for PP. 	This is reviewed termly at pupil progress meetings.
<ul style="list-style-type: none"> All pupils eligible for PP make expected progress from their starting points. 	December 2019, March 2020, July 2020.
<ul style="list-style-type: none"> Improvement of speech and language skills for disadvantaged pupils. 	Reviewed at the end of each half term.
<ul style="list-style-type: none"> Attendance rates are closely tracked along with pupil attainment and followed up 	Tracked daily by attendance officer.
<ul style="list-style-type: none"> Emotional barriers are reduced through therapeutic intervention and this positively impacts upon learning for pupils eligible for PP. 	End of each term or once specific intervention comes to an end.

Review of spending 2018-19
Main barriers to educational achievement
In school barriers
<ul style="list-style-type: none"> Poor speech and language in EYFS are lower for pupils eligible for PPG than for other pupils. This slows reading progress in subsequent years. 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. Emotional barriers are impacting upon learning for pupils eligible PPG.
External barriers

<ul style="list-style-type: none"> Attendance Pupil Premium pupils Enrichment experiences outside of the classroom 		
Pupil Premium Expenditure used to address barriers	Cost	Impact
<ul style="list-style-type: none"> Poor speech and language in EYFS are lower for pupils eligible for PPG than for other pupils. This slows reading progress in subsequent years. 	Speech and language therapist £1668 per year	<ul style="list-style-type: none"> School continuing to buy into the Speech and language service has meant that we receive support from a speech and language therapist once a month. This ensures that children are assessed earlier than they would usually be, due to pre-referral assessments being undertaken prior to referral. This ensures that children are referred for the correct area of language need and that whilst waiting for an assessment, school are given advice and guidance from the specialist of how to support the pupil best. <u>EYFS data for 2018/19 PP – 6/28 children</u> Listening and Attention EX+ PP = 100% National PP = 76% Gap = 24% Understanding EX+ PP = 100% National PP = 76% Gap = 24% Speaking EX+ PP = 67% National PP = 76% Gap = -9%
<ul style="list-style-type: none"> 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. 	Staff costings	<ul style="list-style-type: none"> Booster sessions were well planned and well attended in Year 6 Key Stage 2. Maths results increased from 2017-18 results. <u>Key Stage 2 data 2018/19</u> SATs 2019: Avg. SS 102.8 75% at EXP 7.1% GDS 25% < EXS Local Authority 80% National 78.7%
<ul style="list-style-type: none"> Emotional barriers are impacting upon learning for pupils eligible PPG. 	<ul style="list-style-type: none"> FS - £151 per session/10-15 children PT - £72.24 per session per child 	<ul style="list-style-type: none"> Forest school (FS) has again proved to have a positive approach and will continue to be rolled out to classes or small groups with the specific need for nurture support next year. Play therapy (PT) has been accessed by targeted pupils and has proven to be a valuable approach to improve the wellbeing of vulnerable pupils. A PP child has a much more successful attitude to learning since attending the sessions.
<ul style="list-style-type: none"> Increased attendance rates for Pupil Premium pupils. 	<ul style="list-style-type: none"> Cost of office staff 	<ul style="list-style-type: none"> First day calling for all children has improved attendance throughout the school and this should continue.

	<p>working on attendance</p>	<ul style="list-style-type: none"> • Weekly attendance awards are used to promote attendance. • Half termly events for children who have achieved 100% attendance, linked to Manchester Airport visit. • Use of School age plus worker and TAC/TAF meetings to support families is effective. <p><u>Overall Attendance Data 2018/19</u></p> <ul style="list-style-type: none"> • Total Absence at Outwood = 4.6% this equals the total for 2017/18 and has decreased since 2015/16 when it was 4.8% • National Total Absence = 4.2% <p><u>Vulnerable groups data.</u> 2017/18 – PP(62 children) 95.29% attendance. Non PP (178 children) 94.67% 2018/19 –PP (57 children) 94.22% Non PP (175 children) 94.92%</p>
<ul style="list-style-type: none"> • Increase access to enrichment activities through subsidising after school clubs and enrichment activities provided by the school. 	<ul style="list-style-type: none"> • Sports club and lunch club £10 per session. • After school club at £25 per session 5 times per week. • Fidler music £6.50 per session x1 child • Steel pan sessions £70 per half day. • Outside tuition 	<ul style="list-style-type: none"> • Included progressive sports club and lunchtime clubs ensure that all children can access sport. • Fidler music sessions has been effective in enabling one PP pupil to access music sessions. • Steel pan teaching session has been accessed by a number of PP Pupils and has given them the opportunities to play for local audiences including at Manchester airport. • Outside tuition has been requested by parents for 2 pupils. • Residential for Year 6 children at Kingswood France. School pay half of the amount.

	<ul style="list-style-type: none">• Year 6 residential to France	
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