



### Outwood Primary school Pupil Premium Strategy Statement 2020-21

Summary information					
School	Outwood Primary				
Academic Year	2020/21	<b>Total PP Budget</b> <b>£75,250 Financial year 2020/21</b> £59,250 TAs and Staffing/ Interventions £16,000 Expenditure <ul style="list-style-type: none"><li>£9830 Learning resources: (£2,800 play therapy) (£2,400 steel pans) (£300 Guitar)</li><li>£1,670 Speech and Language</li></ul> £4,500 Forest School		Date of most recent review	September 2020 To be updated termly
Total Number of pupils	175 Reception – Year 6  191 including nursery	<b>Number of pupils eligible for PP</b> <b>38 FSM 19%</b> <b>-LAC 6 children 13%</b> <b>-Ever 6 8 children 17%</b>	48 25.13%	Date for next internal review of this strategy	July 2021
Due to COVID'19 the following Attainment is based on Teacher Assessments for the Year 2019-2020.					
Current attainment (End of Year data for Key Stage 1 2019/20 SATs – 12%% PP 3/25 children)					
	Pupils eligible for PP in our school	National disadvantaged	Gap		
Percentage achieving combined National standard in Reading, Writing and Maths	%				
Percentage working at expected standard plus in Reading	33%				
Percentage working at expected standard plus in Writing	33%				
Percentage working at expected standard plus in Maths	100%				
Current attainment (End of Year data for Key Stage 2 2019-20 SATs - % PP 14/31 children)					
	Pupils eligible for PP in our school	National disadvantaged	Gap		
Percentage achieving combined National standard in Reading, Writing and Maths	%				
Percentage working at expected standard plus in Reading	57%				

Percentage working at expected standard plus in Writing	43%		
Percentage working at expected standard plus in Maths	64%		
<b>Current attainment (End of Year data for Key Stage 1 2018/19 SATs – % PP 10/28 children)</b>			
	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%

<b>Current attainment (End of Year data for Key Stage 2 2018/19 SATs - % PP 10/28 children)</b>			
	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%

<b>Main barriers to educational achievement</b>		
<b>In school barriers</b>		
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>31% of PP children are identified as having SEND.</li> <li>To continue to ensure that high ability pupils who are eligible for PPG are making expected or greater progress</li> <li>Social, emotional and mental health difficulties in Key Stage 2 children are impacting the progress for pupils eligible for PPG.</li> </ul>		
<b>External barriers</b>		
<ul style="list-style-type: none"> <li>Attendance rates for Pupil Premium pupils.</li> <li>Social deprivation within the school's local area which does impact learning.</li> </ul>		
<b>Pupil Premium Expenditure to address barriers</b>	<b>Cost</b>	<b>Desired outcome</b>
<b>INTERVENTIONS USING TAs</b> Intervention groups for Reading and Maths are delivered in all year groups by our Teaching Assistants.	£59,250 Tas to support intervention groups.	<ul style="list-style-type: none"> <li>Children develop a love for reading</li> <li>Both reading ages and comprehension ages increase within each year group. Measured through daily lessons and tests</li> <li>Children's fluency and expression improves. Measured through daily lessons and tests</li> </ul>

		<ul style="list-style-type: none"> <li>Maths skills in the four rules of number are improved. Measured through daily lessons and tests</li> <li>Fluency, reasoning and problem solving skills are improved Measured through daily lessons and tests</li> <li>There are less behaviour incidents as the term progresses</li> </ul>
<p><b><u>SPEECH AND LANGUAGE</u></b></p> <ul style="list-style-type: none"> <li>Staff training to develop vocabulary across the curriculum.</li> <li>Under the direction of the class teachers and PP champion, implemented targeted interventions will be delivered. WellComm in EYFS daily a number of small groups throughout the week SALT 1:1 Super Sleuth SALT therapist</li> <li>HT, DHT and SENDCo to track progress of pupil premium children in termly pupil progress meetings.</li> </ul>	<p>Internal training</p> <p>£1,670 Speech and Language</p>	<ul style="list-style-type: none"> <li>Improved speech and language skills for disadvantaged pupils due to early intervention and continued intervention by school staff.</li> <li>Early assessment and identification of need by staff to be passed on to SENDCo and Tracy Gordon the school based therapist.</li> <li>Wellcomm assessment used to successfully identify pupils who need early intervention.</li> <li>Breakdown of PP data and next steps shows the progress PP children are making</li> <li>Interventions has impacted positively on the PP children's progress</li> </ul>
<p><b><u>HIGH ABILITY PUPILS:</u></b> Pupils eligible for PP identified as high ability make as much progress or more than as 'other' pupils across both key stages in maths, reading and writing.</p> <ul style="list-style-type: none"> <li>Ongoing staff training on differentiation, high expectations, challenge and problem solving. CPD to mastery and working at greater depth. (see staff meeting list)</li> <li>SLT to monitor through learning walks and book looks. Regular Monday Mooch</li> <li>High quality first teaching supported by teaching assistants.</li> <li>Intervention packages.</li> <li>Book looks and moderation across school</li> <li>Class teachers monitor progress using Simms. Termly pupil progress meeting with Headteacher, Deputy Head and SENDCo.</li> </ul>	<p>Internal training</p> <p>Internal training</p> <p>Internal training Internal assessment</p>	<ul style="list-style-type: none"> <li>Higher rates of progress across the school for high attaining pupils eligible for PP.</li> <li>Teachers to intervene sooner and ensure QFT strategies are delivered within each classroom.</li> <li>Breakdown of PP data and next steps shows the progress PP children are making</li> <li>Interventions has impacted positively on the PP children's progress</li> </ul>
<p><b><u>SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES:</u></b></p> <ul style="list-style-type: none"> <li>School to provide play therapy, whole class mindfulness/yoga, forest schools for PP pupils. These interventions are all reviewed regularly to monitor the impact on well-being.</li> </ul>	<p>£2,800 play therapy</p> <p>£4,500 Forest School</p>	<ul style="list-style-type: none"> <li>Emotional barriers are reduced through therapeutic intervention and this positively impacts upon learning for pupils eligible for PP.</li> </ul>

	£300 guitar	
<p><b><u>ATTENDANCE:</u></b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	Attendance officer	<ul style="list-style-type: none"> <li>Improved attendance and well-being.</li> </ul>

Measuring the impact of the pupil premium	Date of next review
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