



## Pupil Premium Strategy Statement Outwoods Primary School



1. Summary information					
<b>School</b>	Outwoods Primary School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£135920	<b>Date of most recent PP Review</b>	January 2020
<b>Total number of pupils</b>	435	<b>Number of pupils eligible for PP</b>	96 22%	<b>Date for next internal review of this strategy</b>	April 2021

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	The writing, reading and maths baseline standards of PP children in FS are lower than other children.	
<b>B.</b>	PP attainment in maths is significantly lower than non PP children across the school. PP children EXP or above-54% non PP children EXP or above 76%	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>C.</b>	Persistently absent rates for PP children are higher by 5% than non PP.	
<b>D.</b>	Parents are unlikely to apply for PP funding due to universal free school meals at KS 1.	
<b>E.</b>	The aspirations of PP children are low, resulting in poor motivation to make good progress.	
3. Desired outcomes		
	<b><i>Desired outcomes (in order of priority) and how they will be measured</i></b>	<b><i>Success criteria</i></b>

<b>A.</b>	Children in Foundation Stage will engage with the teaching and curriculum and be able to demonstrate their learning.	A greater % of PP children to achieve a good level of development.
<b>B.</b>	The teaching of maths will be developed in school to appeal to all children and ensure understanding.	A greater % of PP children will achieve the expected standard or above in maths in each year group.
<b>C.</b>	Children from vulnerable groups will be supported to attend school regularly.	Pupil Premium children will improve their attendance- particularly the persistently absent children ( $\leq 90\%$ )
<b>D.</b>	Parents are aware of their rights to apply for Pupil Premium funding.	More parents apply for the pupil premium grant in FS or KS1.
<b>E.</b>	Teaching strategies and the curriculum will engage children in all year groups.	The aspirations of children are raised- they are more engaged and motivated in the classroom.

<b>4. Planned expenditure</b>						
<b>Academic year</b>		<b>2020/21</b>				
<b>i. Quality of teaching for all</b>						
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>IMPACT</b>
Improved teaching and provision in the Foundation stage	<ul style="list-style-type: none"> <li>The provision in FS will develop children's problem solving and independent skills</li> <li>The curriculum will be modified to reflect the emphasis on language/ phonic acquisition and</li> </ul>	<p>Identified by 'Teaching and Learning tool kit' as having moderate impact for a high cost.</p> <p>The learning environment will be reinvigorated to foster engagement in</p>	Baseline and ongoing assessments will assess progress and attainment in all areas.	Foundation Lead, teachers and TA's	Every half term	

	<p>development of vocabulary.</p> <ul style="list-style-type: none"> <li>The curriculum will reflect the emphasis on fluency in number.</li> </ul>	<p>learning. Quality first teaching of PP children enabled to catch up with their peers quickly overcoming lower entry levels. The priority of early reading will be observable and impactful.</p>				
<p>A greater number of PP children in all year groups will make expected or better progress in maths.</p>	<ul style="list-style-type: none"> <li>Teachers will use Target Tracker to identify gaps in learning for maths.</li> <li>Well planned and differentiated lessons will ensure that correct objectives are taught.</li> <li>Teacher allocated to 1:1 and small group tuition where appropriate.</li> <li>Support staff allocated to ensure Pupil Premium children are well supported</li> <li>Before school Maths intervention.</li> <li>Booster groups for</li> </ul>	<p>PP children need to make accelerated progress to close the gap with their peers and make at least expected or better progress.</p> <p>Small group tuition. Moderate impact for moderate cost</p> <p>Mastery learning. Identified by 'Teaching and Learning tool kit' as having moderate impact for low cost</p>	<p>Use target tracker to analyse the gaps in children's learning.</p> <p>Monitor progress termly to ensure that children are making appropriate progress.</p> <p>Evidence that gap is closing between PP pupils and their peers.</p> <p>Monitoring of books</p> <p>Lesson observations Lesson and</p>	SLT & SENCO	Half term	

	<p>maths regularly taking place.</p> <ul style="list-style-type: none"> <li>• Access to online learning in school and home (Espresso and Times tables Rock Stars)</li> <li>• Personalised learning and improved feedback through new marking policy.</li> <li>• Continuous staff training to ensure <u>all</u> staff are aware of PP children and individual barriers to learning.</li> </ul>	.	<p>intervention planning.</p> <p>Review and adjust intervention programmes as appropriate.</p>			
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<b>Total budgeted cost</b>						
<b>Total</b>						
<b>ii. Other Approaches</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	

A greater number of parents will apply for the pupil premium grant whilst their children are in KS 1.	Children with siblings receiving Pp grant will be offered support to complete the paperwork  Initiatives will be developed in nursery and reception to encourage parents to apply.	Parental engagement – moderate impact for moderate cost.  Out JAM children are a growing percentage of our children and we want to ensure that they are getting the full benefits available to them.	Focus in summer and autumn terms to make sure that all eligible parents apply.	CM	October half term each year.	
<b>iii. Well-being and good mental health</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	
Improved attendance for identified pupils compared to previous academic year	Named office staff quickly follow up on absences using first day calling  Share expectations through assemblies and life skills.	Progress and attainment cannot improve if children do not attend regularly.  Case studies quoted in; ‘ The Pupil Premium- How schools are spending the funding successfully to maximise	Attendance statistics regularly monitored and action taken regarding any concerns.  Attendance of PP pupils has improved each year.	Deputy HT/ Attendance admin Business Manager	Half termly monitoring	

	<p>Letters sent to parents whenever attendance drops below acceptable level</p> <p>Deputy Head meets with parents regularly to discuss reasons for absence and ways forward to improve attendance</p> <p>Prizes and rewards given on a weekly and termly basis to encourage regular attendance</p>	<p>achievement', state the importance of good attendance.</p>	<p>WAS referral if necessary?</p>			
<p>The aspirations of PP children are low resulting in poor motivation to make good progress.</p>	<p>Provide social and emotional support through the implementation of the Thrive approach.</p> <p>Provide personalised learning and</p>	<p>Engagement and concentration are required for pupils to learn effectively.</p> <p>Ability to retain information at the level required to meet ARE.</p> <p>Engaging parents with</p>	<p>Monitor behaviour charts.</p> <p>Lesson drop ins/ observations.</p> <p>Thrive data</p> <p>Feedback forms</p>	<p>Staff with performance management targets linked- NG, DH, DB, LC</p> <p>SLT</p>		<p>Work with families and the community to raise aspirations and eliminate disaffection.</p>

	<p>creative curriculum</p> <p>Provide effective Early Help for identified PP families</p> <p>Provide a regular honesty shop to help parents for whom budgets are tight.</p> <p>Employ learning mentors to support children in class or in small groups</p> <p>Provide 1:1 and small group yoga sessions to help children to focus and build resilience</p> <p>Improved or enhanced experiences such as trips, activities, support with</p>	<p>learning will impact on children's attitudes. EEF toolkit evidence.</p>	<p>given to parents.</p> <p>Children interviews and help during honesty shops.</p>			
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	uniform etc.					
	Work with WBC to look at raising aspirations through training opportunities.					
<b>Total budgeted cost</b> Learning Mentor Staff Costs for Nurture Groups and small group support £20,000 Yoga Classes - £600. Subsidised outings, activities and other support £2,000						<b>Total £22,600</b>