

Outwoods Primary School

Pupil Premium Strategy 2016-2017

Whilst we are aware that not all pupils in receipt of Free School Meals are working at a level below their peers, we recognised that a 'gap' does exist in some cases. The Senior Leadership Team have undertaken a 'needs analysis' for every child eligible for the PPG and targeted support which best suits their needs. An external consultant has also worked with the Senior Leadership Team and Governors to ensure that the Pupil Premium Grant is targeted correctly. Spending is concentrated on raising attainment and achievement of all pupils in receipt of Pupil Premium – the priority is to close any gaps that exist between them and their peers.

1. Summary Information	
Total Number on roll (September 2016)	422
Total Number of pupils eligible for Pupil Premium	111
Amount received per pupil	£1320
Total amount of pupil premium expected	£146520
Date for internal review of this strategy	April 2017

2. Barriers to future educational achievement faced by eligible Pupil Premium pupils at Outwoods Primary School	
1.	Children enter Foundation Stage with poor vocabulary and understanding skills. In 16/17 58% of children coming into Nursery were assessed as working below age equivalent in vocabulary skills. In Reception 69% of children were assessed as working below ARE in speaking, 78% of Pupil Premium children were working below ARE. In understanding 67% of Pupil Premium children were below ARE. This limits their ability to access to the curriculum.
2.	Due to lived experiences, 53% of Pupil Premium children in Key Stage 2 have complex needs putting them at risk of becoming disaffected. This has a detrimental effect on their academic progress.
3.	Due to our main catchment area being within the top 10% most deprived LSOA in the country, we recognise that at least 60% of our Pupil Premium children have little access to literacy and high level vocabulary. This has an impact on reading and writing skills throughout the school.
4.	Attendance rates for children eligible for Pupil Premium in upper Key Stage 2 is at least 2.5% below their peers. This results in lower attainment and disengagement.

3. Desired Outcomes		
	Desired Outcomes and how they will be measured	Success Criteria
1.	Develop improved vocabulary and literacy skills in Foundation Stage	More pupil premium children will be assessed as ARE at end of Foundation Stage within
2.	Eliminate low level disruption in class and ensure the teaching	Pupil premium children with complex needs will be fully engaged

	and curriculum engages all children. This will be measured by analysis of behaviour data, lesson observations and pupil interviews.	in lessons and make accelerated progress.
3.	Improved literacy skills and vocabulary development for Pupil Premium children. It will be measured by formative and summative assessments and improved pupil attitude. The school will provide a literacy rich environment with appropriate texts and experiences to develop reading and writing skills	A higher proportion of Pupil Premium children will reach the requirements of the National Curriculum in reading and writing.
4.	Pupil Premium Children's attendance will be in line with their peers resulting in improved ARE. This will be monitored by the SLT and Governors and action taken where attendance does not meet required standards.	Attainment and progress gap closing between Pupil Premium children and their peers.

1. Planned expenditure

Academic year

2016/17

The three headings below enable schools to demonstrate how they are 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?
Improved language and literacy skills in Foundation Stage	<ul style="list-style-type: none"> Teaching Assistants employed in Nursery and Reception Year Groups to support language, vocabulary and early literacy skills of PP children 	PP children enabled to catch up with their peers quickly overcoming lower entry levels	Regular monitoring activities, children are able to communicate and access the Foundation Stage curriculum.	Assistant head and FS staff	Half termly
A greater number of PP children in KS 2 will make expected or better progress in all subjects.	<ul style="list-style-type: none"> Well planned and differentiated lessons quality first teaching. Teacher allocated to 1:1 and small group tuition Support staff trained and allocated to ensure Pupil Premium children are well supported After school Maths and English clubs Purchase new resources such as homework books and numicon Access to online learning (Espresso) Personalised learning and improved feedback through marking and pupil interviews Staff training to ensure 	<p>PP children need to make accelerated progress to close the gap with their peers and make at least expected or better progress that is consistent and sustained.</p> <p>Identified by 'Teaching and Learning tool kit' as having moderate impact.</p> <p>Identified by 'Teaching and Learning tool kit' as having high impact.</p>	<p>Use target tracker to forensically analyse children's progress termly to ensure children making appropriate progress. Evidence that gap is closing between PP pupils and their peers.</p> <p>Monitoring of books</p> <p>Lesson observations</p> <p>Lesson and intervention planning.</p> <p>Weekly maths skills tests and</p>	SLT & SENCO	Half termly

	<ul style="list-style-type: none"> quality first teaching All teaching staff given a 'Pupil Premium Watch' booklet to ensure every opportunity to raise attainment is planned for and progress recorded Assertive mentoring meetings half termly for PP children Improved or enhanced experiences such as trips, activities, support with uniform etc. 	<p>Identified by 'Teaching and Learning tool kit' as having high impact.</p> <p>Identified by 'Teaching and Learning tool kit' as having moderate impact.</p>	<p>grammar hammer monitored.</p> <p>Review and adjust intervention programmes as appropriate.</p>		
All pupil premium children will make expected or better progress in reading and writing.	<ul style="list-style-type: none"> Targeted Intervention Programmes Grammar Hammer Extra Reading Sessions Participation in local events and initiatives to raise aspirations such as 'Time to Talk' and family learning events. Provide learning guides and workshops for parents 	<p>Identified by 'Teaching and Learning tool kit' as having moderate impact.</p>	<p>Monitor intervention entry and exit points.</p> <p>Grammar Hammer test scores.</p> <p>Class teacher plans.</p> <p>Monitor parental engagement with extra-curricular activities.</p>	<p>Subject leaders</p> <p>SLT</p>	
<p>Total budgeted cost</p> <p>Staffing: £80,000 (Teacher for small group and 1:1 £15,000; Support Staff small groups and 1:1 100 hours per week £65,000)</p> <p>Resources and Training: £5,000</p> <p>Support and activities: £2000</p>					
Improved concentration and learning behaviour of upper KS 2 identified pupils.	<ul style="list-style-type: none"> Targeted learning groups to promote resilience and stamina in reading and writing activities. Provide social and emotional support through nurture, intervention and focus groups Provide personalised learning and creative curriculum Employ learning mentors to support children in class or in small groups Provide yoga sessions to help children to focus and build resilience 	<p>Children do not have the resilience or skills to persevere in challenging reading and writing activities.</p> <p>Children are unwilling to write or read for sustained periods maintaining concentration.</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>Entry and exit assessments to show progress and improved attitude.</p> <p>Monitor behaviour charts.</p> <p>Lesson drop ins/ observations.</p>	<p>Year 5 / 6 teachers</p> <p>SLT</p>	<p>Variable as interventions take place.</p> <p>At least ½ termly</p>

Total budgeted cost
 Learning Mentor Staff Costs for Nurture Groups and level 3 TA's for small group support £30,000
 Yoga Classes - £600

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?
Pupil Premium children with additional/complex needs receive appropriate intervention and support matched to their needs	<ul style="list-style-type: none"> • Teacher led intervention to develop early reading and maths skills • Intervention and nurture groups to support learning and emotional needs • Assistant SENCO to offer family support and help. • Maximise occasions that allow for talk to develop vocabulary • Educational Intervention Service commissioned to advise school and parents on more complex needs. • Intervention programmes purchased to develop early language skills. 	PP children with more complex/SEN needs must receive appropriate support if they are to make required progress.	SEN register reflects the level of need of PP children. Interventions reflect more complex needs/learning. Parents informed of needs and ways to support their child's learning. Children make progress appropriate to their starting points.	SLT/ SENCO	Half Termly

Total budgeted cost
 Teacher, Assistant SENCO time, EIS Commissioned staff £30,000
 Nurture and Intervention Staff £15,000

iii. 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?
Improved attendance for identified pupils compared to previous academic year	<ul style="list-style-type: none"> • Office staff quickly follow up on absences • Letters sent to parents whenever attendance drops below acceptable level • Deputy Head meets with parents to discuss reasons for absence and ways forward to improve attendance • School subscribes to ACE to assist with absence management • Prizes and rewards given on a weekly and 	<p>Progress and attainment cannot improve if children do not attend regularly.</p> <p>Case studies quoted in; 'The Pupil Premium-How schools are spending the funding successfully to maximise achievement', state the importance of good attendance.</p>	<p>Attendance statistics regularly monitored and action taken regarding any concerns.</p> <p>Attendance of PP pupils has improved each year.</p>	Deputy HT/ Business Manager	Weekly monitoring

	termly basis to encourage regular attendance				
Total budgeted cost £1000					

2. Review of expenditure

Previous Academic Year 2015/16

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Attainment of Pupil Premium children is accelerated and gaps between them and their peers are closing.	<p>Assertive mentoring. The school introduced this system at the beginning of the 2014/15 academic year in order to accelerate progress in maths and English. Many pupils have a mentor and regular mentoring sessions to monitor their progress and achievement. Pupils eligible for the pupil premium grant (PPG) have more regular mentoring sessions from a senior member of staff.</p> <p>Additional teaching assistants employed in KS1 and KS2 classes to support intervention programmes</p>	<p>This had an impact on all children so the gap has not been closed by these meetings.</p> <p>All pupils became more aware of expectations for their year group.</p>	<p>The use of pp money has to have a clear and direct impact on PP children to close the gap. This type of intervention has impact on all children's learning not just PP.</p> <p>This approach will continue as an intervention programme for targeted pupil premium pupils only.</p>	<p>Training and Staff release time</p> <p>£15000</p>
		<p>Gaps closing in some year groups but picture inconsistent across school due to other factors affecting learning such as special and complex needs.</p>	<p>This will continue with close monitoring and regular review of intervention to ensure appropriate impact</p>	<p>£80000</p>

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>To eliminate low level disruption and increase engagement of pupil premium pupils</p> <p>Improved progress of PP pupils identified as having special educational needs</p>	<p>Train two learning mentors using the PPG to support children in class and in small groups.</p> <p>Specialist support from Warwickshire Specialist Teaching Service to support SEN team with SEND and writing IEPs to support pupils</p>	<p>Nurture and behaviour intervention groups have been effective and this is recorded in the group records which show improved Boxall scores for all pupil premium children who have access.</p> <p>EIS reports for PP children with special educational needs are completed enabling teaching staff to plan work which accurately focuses on developing their learning.</p>	<p>This type of provision has been effective and with some modifications will continue to be a focussed provision into the next academic year.</p>	<p>£30000</p> <p>£12,000</p>
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>More participation of PP pupils in extra-curricular activities, clubs and music lessons to increase self-esteem, improve attendance and achievement at school</p>	<p>Subsidised trips, extra-curricular activities, Breakfast Club attendance and music lessons</p>	<p>More PP pupils involved in additional activities encouraging better engagement in lessons, improved learning behaviour and cooperation within the class.</p>	<p>This is a valuable provision which offers long term support for children and will continue throughout their education at the school.</p>	<p>£2,500</p>