

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Outwood Primary School
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	57 – 26.15%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021, revised in July 2022 Evaluated and revised July 23
Date on which it will be reviewed	July 2024
Statement authorised by	Jenni Maude
Pupil premium lead	Angela Clayton
Governor lead	Ann Flatman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71, 413 = 7/12 £41,341 5/12 £30,072
Recovery premium funding allocation this academic year	£3407
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£19.296
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£97,596

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using pupil premium funding it is important it is important to consider the context of the school and the subsequent challenges faced and use this alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all.”

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles:

We ensure that teaching and learning opportunities meet the needs of all the pupils.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demographic

Outwood Primary School is a single form primary school including a 40-place nursery in Heald Green, located within the local authority of Stockport. The school has a demographic from a wide area taking children from 3 different local authorities,

Stockport, Manchester and Cheshire East. The school currently has 193 children on role, including the nursery.

Ultimate Objectives

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

For all disadvantaged pupils within school to exceed nationally expected progress rates in order to reach Age Related Expectations at the end of year 6 and thus achieve GCSE's in maths and English.

Achieving these objectives

The range of provision the Governors consider making for this group include and would not be limited to:

1:1 support

Use of tutoring using government recommended tutors

Additional teaching and learning provide through trained LSAs and TAs and external agencies

All our work through pupil premium will be aimed at accelerating progress, moving children to at least Age-Related Expectations.

Pupil Premium resources are to be used to target able children on free school meals to achieve Age Related Expectations.

Subsidise some educational visits and residential. Ensuring children have first-hand experiences to use their learning in the classroom.

To support some children in learning a musical instrument.

Behaviour and nurture support by providing activities to engage and promote the Outwood values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Weak language and communication skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	A number of children eligible for PPG are also SEND $16/53 = 30\%$
4	Gaps in learning due to COVID lockdowns
5	More frequent behaviour difficulties and children displaying some kind of SEMH
6	Attendance and Punctuality issues
7	Chaotic family lives and Social services involvement

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress in reading	Achieve in line with or above national average progress scores in KS2 reading
Progress in writing	Achieve in line with or above national average progress scores in KS2 writing
Progress in mathematics	Achieve in line with or above national average progress scores in KS2 mathematics
Progress in phonics	Achieve in line with or above national expected standard in the phonics screening check June 23 Yr 1: 100% in line with or above national average
Other	Ensure attendance of disadvantaged pupils is above 95%

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £54,393.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention lead (£26,845)	Support is needed within small groups to accelerate progress.	1,2,3,4,5
Attendance officer £5550.70	Attendance is below school's target of 95% and it is vital that there is someone to chase up absenteeism and persistent absence or punctuality	1,2,3,4,5,6
Continuation of staff training for RWI phonics training for the next year (£2100)	T4W short burst writing is to help support the children develop their language and vocabulary when reading and writing and to close the gaps in learning RWI scheme purchased last year but there is continual professional development each week to develop staff knowledge and skills to aid rapid progress	1,3,4,5
LA buy back package through the LA (DEAL, Inclusion) (£4859)	Through a pedagogic approach of active and emotive learning the children will be more engaged and more invested in their learning. They will make the connections across the curriculum.	1,2,3,4,5
Forest School (in house teacher trained and delivering forest school across the school) (4 hours per week – 42 weeks on UPS3 teacher salary £5,179)	Over time Forest school has been shown to be a good approach to children's well-being. Every child needs to engage with the outdoors to develop their well-being	1,2,3,4,5
Speech and Language support (level 3 £1356.42 x 2 = £5428)	Pupils eligible for PPG have some problems with speech and language and social skills.	1,2,3,4

Well-being Level 2 TA £4432.10	Support is needed for children to self-regulate. Nurture groups to support self esteem	5,7
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £27,054.74

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading plus (60 licences) £2395.74	Reading attainment was lower than national average in 2019. Children in receipt of PPG are underperforming against non PP	1,2,3
NFER tests (Spring, summer and Autumn term) £1875.50	Pupils eligible for PPG are not performing as well as non PPG children in both reading and maths	1,2
Speech and language £1757	Pupils eligible for PPG have some problems with speech and language and social skills.	1,2,3,4
Times tables rock stars £182.50	Children are struggling to engage at home and need regular access to this programme to improve fluency.	3
Reading books for book bands orange upwards (£1500)	An audit was undertaken with Stockport LSS to review the quality and range of the reading books on offer within the school's scheme. This was to ensure that the school met the demands of the new curriculum. An investment of books was undertaken to support the EEF research.	1,2,3
Sensory room built £19,344	A number of children need a quiet and specific place in which to regulate	5,6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: (£10,596)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Trips and Residential costs £3004	Many of the children have not had any time away from home or school due to covid or personal circumstances. It is essential for their well-being that some children experience different settings before they write about it.	1,2,3,4,5
Music (steel pans) £2720	Every child has a right to learn how to play an instrument.	1,2,3,4,5
Buy back into the Educational Psychologist service £1512	Support for school and certain children in order to develop their well-being and subsequently their learning.	5,6,7
PBSS mindfulness (buy back as above)	Support for school and certain children in order to develop their well-being and subsequently their learning.	5,6,7
Play Therapy £2700 + £60 x 11 = £660 £3360	Support for school and certain children in order to develop their well-being and subsequently their learning.	5,6,7

Total budgeted cost: £92,044.54

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to the lockdown some of the actions for last year's pupil premium were not actioned for the whole year.

Reading: the children are beginning to develop a love of reading through the investment in high quality books in the academic year 2020/2021. In KS1 reading was 75% with 25% GDS. KS2 reading was 75%.

Writing: Writing for KS1 was 25%. KS2 was 86% with 14% at GDS.

Maths: Maths for KS1 was 40%. KS2 was 63% with 13% at GDS.

Behaviour incidents had reduced with no exclusions.

Wellcomm – 100% progress

Well-being groups: some took place but due to the bubble system this was reduced greatly. More work on this needed in the next academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
X Tables Rockstars	TT Rockstars
Speech and language therapist	Stockport LA
RWI phonics programme	Ruth Miskin Phonics