

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
|------------------------|-------------------------|----------------------------------|---------|--|-----------|
| School | Outwoods Primary School | | | | |
| Academic Year | 2018-19 | Total PP budget | £76,860 | Date of most recent PP Review | July 2018 |
| Total number of pupils | 452 | Number of pupils eligible for PP | 56 | Date for next internal review of this strategy | July 2019 |

| 2. Current attainment | | |
|---|---|--|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving in reading, writing and maths | | % |
| % making progress in reading | | % |
| % making progress in writing | | % |
| % making progress in maths | | % |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | |
| A. | Pupil Premium children are falling behind academically due to gaps in knowledge (since change in curriculum) | |
| B. | Teaching has not been consistently good enough through the school to close the gap | |
| C. | Vocabulary bank and range available to the children when they enter the school | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | Parental expectation of children meaning home learning environments, support and engagement can be affected | |
| E. | Attendance of children is lower therefore gaps are not being closed and can increase as missing further lessons | |
| F. | Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | The gap between Pupil Premium children's achievements will continue to decrease in Year 3 and 4 and begin to decrease in Year 1, 2, 5 and 6 therefore allowing overall gap to decrease in both key stages | Strategies to help Pupil Premium children's engagement and achievement in lessons reviewed and staff reminded of them regularly to maintain focus on the Pupil Premium children FFT data used to identify children to raise expectations for during PPM meetings |

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| | | <p>Where writing is the target are, Pupil Premium children will be given priority for 1:1 tuition</p> <p>Internal data used to track children's achievements and gaps discussed at PPM/Inclusion meetings</p> <p>Interventions identified for children to ensure receiving appropriate intervention for them during PPM/Inclusion meetings</p> |
| B. | <p>Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress</p> | <p>Teaching will incorporate mastery techniques, talk for writing techniques, higher order thinking and skills based learning</p> <p>Pupil premium children will be fully engaged in all parts of their lessons</p> <p>Topic weeks used to develop the WOW factor and include a WOW way in to help engage the Pupil Premium children</p> <p>Thinking skills used to help differentiation to 'lift the lid' and help raise expectations from staff and children</p> <p>Monitoring of teaching through lesson study weeks and learning will show an increase in the percentage of good teaching and the consistency of this through the school and within year groups/phases</p> <p>Internal data used to track children's achievements and discussed at PPM/Inclusion meetings shows identified children are making accelerated progress in order to close the attainment gap</p> |
| C. | <p>High quality texts will be used where appropriate to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently resulting in an increased range of rich vocabulary used by the children within their own writing. High quality texts also available for access through reading schemes, school library and book clubs. Vocabulary also developed through the child's learning journey.</p> | <p>English lead to help identify high quality texts year groups could use for themes</p> <p>Learning journeys involve reading the text and looking at good vocabulary and meanings</p> <p>Add 'N' Nab walls used to display adventurous vocabulary</p> <p>Children use inspiration time to develop word, vocab and idea banks.</p> <p>Later book studies show a greater range of rich vocabulary</p> <p>Book studies show a greater range of rich vocabulary across the curriculum and specific resources used to develop vocabulary</p> <p>Learning walks allow specific observation for the teaching of vocabulary and specific resources developed to help this</p> <p>Library and reading scheme updated to develop a love for reading to allow greater access to a rich range of vocabulary</p> <p>Book clubs help develop a love for reading and allow children to discuss what has been read and the vocabulary used</p> |
| D. | <p>Parents will be aware of the high expectations of their children and what this involves. Staff will provide support with home learning as well as encourage attendance to any workshops or meetings that will help them support their child resulting in a more positive home school relationship with Pupil Premium families</p> | <p>High expectations communicated and explained during parents evenings</p> <p>Homework clubs run for children as year groups</p> <p>Pupil Premium parents are specifically invited to attend workshops, meetings and drop in sessions to help support children's learning and are contacted to help improve relationships by praise phone calls or postcards home (at least two per week)</p> <p>Toddler group set up to help engage parental involvement with the school to support communication and relationship in the future while helping to increase vocabulary range and social skills before start full time education at the school</p> |
| E. | <p>Attendance of children is lower therefore gaps are not being closed and can increase as missing further lessons</p> | <p>HOPE and Nurture support provided to help outside issues that may be hindering attendance</p> |

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| | | <p>Children with attendance 90-95% targeted through rewards and attendance increases therefore achievements increase as less education missed</p> <p>In extreme cases transport provided to ensure that children can get to school when other transport is not available or acceptable</p> |
| F. | <p>Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves</p> | <p>Trust passport developed to provide experiences specifically for Pupil Premium children</p> <p>School trips funded</p> <p>All children go on trips organised for their year group, funded by the school where necessary</p> <p>Visitors in school as well as a trip to enrich experiences</p> <p>Sensory Room used to help provide experiences children may have missed out on</p> <p>Examples of aspirational futures provided through visitors, speakers and careers events</p> <p>Pupil voice used to identify wants and needs and where possible clubs provided in school or help to fund outside of school offered</p> <p>Social activities arranged for Pupil Premium children</p> |

5. Planned expenditure

Academic year

2018-19

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? |
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| <p>The gap between Pupil Premium children's achievements will continue to decrease in Year 3 and 4 and begin to decrease in Year 1, 2, 5 and 6 therefore allowing overall gap to decrease in both key stages</p> | <p>FFT data reviewed in PPM meetings and aspirational targets set</p> <p>TA's (year group/class based in the morning) and teachers to deliver interventions that aim to diminish the difference</p> | <p>PPM meetings encourage increased expectations of all vulnerable groups, particularly PP children. Research suggests that high expectations means a limit is not put on potential progress and children are more likely to exceed expectations. The identified children will be targeted for discussion at future PPM and Inclusion meetings</p> <p>The impact of TA's is proven to be greater when delivering research based interventions based on children's previous achievements rather than simply supporting the teacher in class. Specific gaps will be identified through data analysis and discussion between class teacher and Inclusion team. Intervention groups will be set up that cover the gaps and can pull children from different stages in the school together and delivered by TA's to help with the limited amount of TA time available for intervention. This will begin to be embedded through the school</p> <p>Consistent use of strategies that have helped Pupil Premium children achieve the high expectations in lessons have been proven to decrease the gap when compared to national percentages. These strategies will be consistently embedded through the school while others trialled. Trialling has shown that use of higher order thinking skills to help differentiation has helped lift the limit of pupils achievements in lessons and topic weeks have motivated and enthused children about their learning and provided the knowledge needed to help cross-curricular writing. Again these will be embedded across the school</p> | <p>Impact of intervention measured and records kept</p> <p>PPM/Inclusion meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Book Studies</p> <p>Learning walks/Lesson study weeks</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones</p> | <p>JC/RW/JT/EH</p> | <p>Termly</p> |

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| <p>Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress</p> | <p>CPD – High quality first teaching, Talk 4 Writing, Mastery Maths, Skill based Guided Reading</p> <p>Learning walks and feedback to develop strategies and new approaches</p> <p>Lesson study weeks to develop strategies and new approaches to lessons to allow Pupil Premium children to be fully engaged and progress at an accelerated rate</p> | <p>High quality first teaching is shown to be the most effective in promoting higher achievement so that playing catch up is not needed. The training delivered will encourage teachers and TA's to use strategies to ensure this is available for the children to access during lessons (TA's in the mornings) to prevent any gaps getting bigger</p> <p>Consistent use of strategies that have helped Pupil Premium children achieve the high expectations in lessons have been proven to decrease the gap when compared to national percentages. These strategies will be consistently embedded through the school while others trialled. Trialling has shown that use of higher order thinking skills to help differentiation has helped lift the limit of pupils achievements in lessons and topic weeks have motivated and enthused children about their learning and provided the knowledge needed to help cross-curricular writing. Again these will be embedded across the school</p> <p>Talk 4 Writing strategies begin to be used by staff as research has proven the use of oral literacy helps enhance written literacy, Mastery Maths continues to be developed to help develop deeper learning of concepts and the trialled skilled based approach to be implemented across the school to help children learn how to use all reading skills required in SATS tests</p> | <p>PPM/Inclusion meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Book Studies</p> <p>Learning walks/Lesson study weeks</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones</p> | <p>JC/RW/JT/EH/H H/SC</p> | <p>Termly</p> |
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| <p>High quality texts will be used where appropriate to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently resulting in an increased range of rich vocabulary used by the children within their own writing</p> | <p>Staff to identify high quality texts to use for themes where a rich vocabulary is available</p> <p>Learning journeys planned for that involve identification and discussion of good vocabulary examples as well as the use of these</p> <p>Vocabulary displayed for children to access when working independently</p> <p>Love for reading developed through the school through stimulating, relaxing and enjoyable reading areas in each classroom that promote relevant and up to date books that expose children to a rich range of vocabulary</p> <p>Book clubs ran to promote a love for reading and further discussion of and understanding of text reading and vocabulary used</p> | <p>Using high quality texts with a rich vocabulary helps the children see examples of what they can achieve and learning journeys provide specific chances, tasks and resources to help develop vocabulary range, an understanding of the vocabulary used and how to implement it themselves</p> <p>Updating the books available in the library and reading scheme help create a 'love for reading' promoting reading and therefore exposure to a rich range of vocabulary which they can include in their own writing</p> <p>Reading areas developed to help create a stimulating, relaxing and enjoyable reading environment in each classroom promoting encouraging all to read and promote a love for reading. This again exposes children to a greater range of rich vocabulary which they can include in their writing. The increased reading will also provide imagination stimulus and a wider base for children to call upon when writing own fiction texts</p> <p>Learning journeys that involve the use of visual identification, discussion and use of this vocabulary will allow children to access different learning styles and thinking skills helping the children develop a bigger range of rich vocabulary</p> | <p>Book Studies</p> <p>Learning walks/Lesson study weeks</p> <p>Experienced teacher/TA designated to promoting use of library and monitoring use of it</p> <p>Year group book clubs run to discuss appropriate books</p> <p>Reading scheme and library updated</p> <p>Library timetables for use</p> <p>Reading area a non-negotiable for the classroom</p> | <p>JC/RW/EH/JT/HH</p> | <p>Termly</p> |
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| | | | | | Total budgeted cost |
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| 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? |
| Staff will have high expectations of Pupil Premium children with regards to attainment which will result in accelerated progress | <p>Targeted interventions (cross year group and stages in afternoon)</p> <p>1:1 where appropriate for writing</p> <p>Small group tuition as required</p> <p>RADY approach strategies (targeted questions and regular visiting, use of higher order thinking skills to help differentiation)</p> | <p>The impact of TA's is proven to be greater when delivering research based interventions rather than simply supporting the teacher in class. This will begin to be embedded through the school</p> <p>The impact of TA's is proven to be greater when delivering research based interventions based on children's previous achievements rather than simply supporting the teacher in class. Specific gaps will be identified through data analysis and discussion between class teacher and Inclusion team. Intervention groups will be set up that cover the gaps and can pull children from different stages in the school together and delivered by TA's to help with the limited amount of TA time available for intervention. This will begin to be embedded through the school</p> <p>Consistent use of strategies that have helped Pupil Premium children achieve the high expectations in lessons have been proven to decrease the gap when compared to national percentages. These strategies will be consistently embedded through the school while others trialled. Trialling has shown that use of higher order thinking skills to help differentiation has helped lift the limit of pupils achievements in lessons and topic weeks have motivated and enthused children about their learning and provided the knowledge needed to help cross-curricular writing. Again these will be embedded across the school</p> | <p>Impact of intervention measured and records kept</p> <p>PPM/Inclusion meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Book Studies</p> <p>Learning walks/Lesson study weeks</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones</p> | JC/RW/JT/EH | Termly |

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| <p>Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress</p> | <p>RADY approach strategies (targeted questions and regular visiting, use of higher order thinking skills to help differentiation)</p> <p>Pre-teaching as required</p> | <p>High quality first teaching is shown to be the most effective in promoting higher achievement so that playing catch up is not needed. The training delivered will encourage teachers to use strategies to ensure this is available for the children to access to prevent any gaps getting bigger</p> | <p>PPM/Inclusion meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Book Studies</p> <p>Learning walks/Lesson study weeks</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones and ensure pre-teaching identified if necessary</p> | <p>JC/RW/EH/J T/HH/SC</p> | <p>Termly</p> |
| <p>High quality texts will be used where appropriate to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently resulting in an increased range of rich vocabulary used by the children within their own writing</p> | <p>Daily and three times per week reading completed as necessary</p> <p>Targeted children invited to book clubs</p> <p>Small group discussion as appropriate</p> <p>Pre-teaching as required</p> | <p>It is essential that children are exposed to rich vocabulary in different ways to allow them to develop the vocabulary they can use in their own writing. This needs to be identified, discussed, explained and used to allow it to be embedded in the children's vocabulary bank</p> | <p>Book Studies</p> <p>Learning walks/Lesson study weeks</p> <p>Year group book clubs run to discuss appropriate books</p> | <p>JC/RW/EH/J T/HH</p> | <p>Termly</p> |

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| <p>Parents will be aware of the high expectations of their children and what this involves. Staff will provide support with home learning as well as encourage attendance to any workshops or meetings that will help them support their child resulting in a more positive home school relationship with Pupil Premium families</p> | <p>Parents evenings</p> <p>Extra parent/staff discussions as required</p> <p>Homework clubs in year groups</p> <p>Strategies developed to encourage attendance to parental workshops and meetings for new approaches in each year group (talk 4 writing and mastery maths)</p> <p>Staff member on the gate every morning to help open communication with parents</p> <p>Staff to ensure Pupil Premium families receive correspondence through elected preference (email, website, text. letter)</p> <p>Toddler group offered to provide opportunities for parents and children to experience high quality social and learning opportunities, reducing barriers and social and vocabulary gap on starting school</p> | <p>Research shows that children look to parents as examples of what they will be when they are older. If the parents have not had a positive experience of school and they did not have high achievements then they are likely to have lower expectations for their own children too and not get involved with supporting their children easily. Staff will ensure that parents are aware of the potential of their child and the high expectations staff have for them, ensuring what these expectations means in terms of what the children have to do are communicated. To help increase support available at home homework clubs will be offered to put parents at ease of concerns arise. Staff will also ensure that pupil premium parents are actively encouraged to attend meetings and workshops to help develop a support network at home and a more positive relationship between home and school. High expectations and opportunities to help develop experience of positive, high quality learning experiences at an early age are proven to benefit children's learning when starting full time education. Developing these in a friendly, non-threatening environment will improve relationship with parents and therefore reduce any negativity passed onto children about school and making the children's experience at school more positive</p> | <p>Parent voice</p> <p>Baseline on entry to full time school</p> | <p>JC/RW/EH/JT</p> | <p>Termly</p> |
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| <p>Attendance of children is lower therefore gaps are not being closed and can increase as missing further lessons</p> | <p>CPD – HOPE training for designated KS1 and KS2 TA</p> <p>Attendance awards for children with 90-95% attendance</p> <p>Extreme cases where beneficial transport provided to school</p> | <p>HOPE and Nurture support provided to help outside issues that may be hindering attendance as children with worries about things outside or within school will either find a way not to come to school or enter school with a mindset that will possible hinder their learning</p> <p>Children with attendance 90-95% are often not targeted for attendance as deemed good, however they are missing lessons that could mean key concepts are not understood so attendance encouraged through rewards. This in turn will help attendance increase and therefore achievement increase as less education missed</p> <p>In extreme cases transport provided to ensure that children can get to school and on time when other transport is not available or acceptable so routines are not missed or disrupted and again the correct mindset is developed at the start of the day</p> | <p>Attendance rates</p> <p>PPM/Inclusion meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones and ensure pre-teaching identified if necessary</p> | | |
| <p>Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves</p> | <p>Trust passport developed to provide experiences specifically for Pupil Premium children</p> <p>School trips funded</p> <p>Visitors in school as well as a trip to enrich experiences</p> <p>Sensory Room used to help provide experiences children may have missed out on</p> <p>Examples of aspirational futures provided through visitors, speakers and careers events</p> <p>Pupil voice used to identify wants and needs and where possible clubs provided in school or help to fund outside of school offered</p> <p>Social activities arranged for Pupil Premium children including funded breakfast club</p> | <p>Pupil Premium children often have limited experiences outside of school which can hinder achievements, if not at the present then in the future, as they do not have the experience to call upon to support them or the exposure to an experience to allow them to aim for it. Children often follow in the footsteps of parents and therefore wider experiences need to be provided to allow a full choice for all children</p> | <p>Pupil voice</p> <p>Book studies – look for use of experiences in relevant work</p> <p>Behaviour in and out of the class at breaks and lunchtimes</p> | <p>JC/RW/EH/J T</p> | <p>Termly</p> |
| Total budgeted cost | | | | | |

iii. Other approaches

Burton Albion/Sports leaders – social skill development through games at lunchtimes while developing self-confidence and esteem
Lego Therapy – to help develop friendship/social skills and ability to play with others while developing self-confidence and esteem
Specific roles – Pupil Premium children given specific roles to allow them to feel like they belong to the school
Sense of belonging – send home postcards about learning experiences, letters of praise/phone calls

Total budgeted cost

6. Review of expenditure

Previous Academic Year

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 |
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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 |
|-----------------|------------------------|--|--|------|
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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 |
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk