

Outwoods Edge Primary School

Report on Pupil Premium 2017-2018

The school received funding of £83,994 for Pupil Premium for the academic year 2017-2018. Eighteen different activities were paid for using this funding from bespoke Interventions groups for Reading, Maths and Writing to PE kit. Class teachers identified the needs of individual children during Pupil Progress meetings and the Learning Mentor and Deputy Head Teacher undertook parent interviews to ascertain other areas of need for their child/children. After that, the Leadership Team undertook the process of procuring the staff and resources identified from those meetings.

Each of the activities funded by Pupil Premium money have been assigned to one of five groups; Teaching and Learning, support for Personal and Social Development, support for Children's Well-Being, Broadening Children's Educational Experience and meeting children's individual needs.

The information after the bullet points below indicate the percentage of the total amount spent on each of the five groups and gives an outline of the range of activities the children undertook.

- **Teaching and Learning** – £21,587.28 was used to support teaching and learning in the classroom. The activities were sometimes specifically targeted to meet the needs of individuals in this group and others provided more general support. An example of the latter support was the increase in TA (teaching assistant) time in classes with more Pupil Premium children (at least 10% of their working hours). This enabled the teacher to offer more support for those children in the group. Sometimes this support was given by the teacher and sometimes from the TA. Another example of the support paid for by Pupil Premium money was the cost of a Pupil Premium Champion based in Foundation Stage. The disadvantaged children received individual and small group intervention which supported their academic achievement. The number of Pupil Premium children reaching a Good Level of Development was higher than the Local Authority (nearly 8% more). This good work needs to continue in FS to ensure that our disadvantaged children make the best possible start to their education as possible.
- **Supporting Individual needs** – some of the Pupil Premium money was spent on improving lunchtimes for certain children. This was work carried out by a teaching assistant and helped Pupil Premium children make healthier food choices and improved their social skills at this key time of the day – both manners and eating plus turn taking and social skills through this successful lunch club. This was undertaken by the LSA at no cost to the school.
- **Support for individuals with complex needs** – 1.78% of the Pupil premium grant was spent supporting children with complex needs. Small Steps Play Therapy provided children with an opportunity to explore their thoughts and feelings with a trained therapist in a unique environment. This therapy enabled children to function and contribute more fully in lesson time and improve their meta-cognition – readiness to learn and helped to improve their self-regulation which in turn had a positive impact on their learning in class and improved their overall attainment and achievement.

- **Support for children's well-being** – The school employs a Learning Mentor to work with all children but to have a special remit and give priority to Pupil Premium children (£25,317). She continues to enable the children to discuss their thoughts and feelings as well as look at their work and understand how to improve it. This year she completed her IAPT –CYP course which has enhanced her work with the disadvantaged children – both carrying out assessments of their needs, analysing this information and undertaking a bespoke package of related therapy/intervention on a short or longer term basis. The Learning Mentor continues to build secure and positive relationship with some of the most vulnerable Pupil Premium children's parents. She worked on building their capacity to support their child's needs both emotionally, socially and educationally. These crucial partnerships have had a hugely positive impact on individual children's progress and attainment. Her next steps are to work with these families on attendance and how to ensure these children are attending school in line with the non-disadvantaged children.
- This money has also enabled a small group of Pupil Premium children to attend the early morning Breakfast Club which gives them a settled start to the day and a healthy breakfast. This has taken approximately £3292 of the Pupil Premium Grant. It has been highly beneficial to those certain children, giving them a calm, purposeful and healthy start to the day which has meant they are more ready to engage and learn.
- **Broadening children's educational experience** – £5,832.62 of the Pupil Premium Grant has been used to offer children a wide range of educational experiences. Sometimes these have been outside the school day such as holiday clubs or school trips over the weekend. The remainder of the money has been used to fund music lessons with a peripatetic music teacher for either guitar or piano lessons. This has not only enriched the children's music curriculum but has given them confidence, resilience and determination when faced with a new challenge. This has also included milk at £1,758 and uniform at £785.00. This has allowed all children another healthy option during the day as well as the means to be equipped with the correct school wear which has a great impact on their self-esteem and confidence.
- **Reading Champions in Foundation Stage and Key Stage One**- after analysing the needs of the Pupil Premium children, it was decided that we should employ a Reading Champion (1 per class) across FS and KS1. These adults spend quality time, every afternoon, reading with the Pupil Premium children and other children who may need additional support with their reading. Some of the Pupil Premium children received the support as they were falling behind compared to their peers, whilst others had additional support to 'stretch' and add challenge. The total spend on Reading Champions is £16,636. School data indicates that this provision has a significant impact on both the children's attainment and progress as well as on the child's self-esteem.

Academic Impact

All Intervention Groups, Pupil Premium or not, are tracked against group objectives and evaluation made by the Intervention Leader, Class Teacher and Senior Leader. 'Next Steps' are identified for all children which allows the children to make improvements and ensures that the Pupil Premium children are reaching their targets. In Year 1, the Phonics Screening check has seen the school achieve

a pass rate of 95% overall which is a continued rise over the past three years.. The disadvantaged children's score reflect this trend and 75% passed the test. This remains below non-advantaged children. However, the numbers in the disadvantaged groups have halved since 2016 so it is difficult to draw any real conclusions. This year there were only four children in the cohort. This group will be carefully tracked in Year 2 and phonics catch-up is a high priority for this child.

Key Stage 1 results reflect the work carried out in lessons through directed Pupil Premium funding. There are 10 children in the cohort and the results below show their progress:

| Subject | 2017 | 2018 (not PP) | Difference 2017-2018 (difference PP and non PP) |
|----------------|-------|---------------|--|
| RWM (combined) | 62.5% | 70% (73.5%) | + 7.5% (-3.5%) |
| Reading | 62.5% | 70% (77.6%) | +7.5% (-7.6%) |
| Writing | 81.4% | 80% (81.6%) | -1.4% (-1.6%) |
| Maths | 60% | 62.5% (86.3%) | +2.5% (-23.8) |

The disadvantaged children performed better in 2018 than in 2017. The most significant improvement was in reading which enabled the overall RWM score to increase by the same amount. The children leaving KS1 who did not make expected progress will have individual targets set at Pupil Progress Meetings with the Year 3 team to ensure that these children make rapid gains during the next academic year.

Likewise, at the end of KS2, disadvantaged children have performed better in 2018 than in 2017. The most significant improvements are in maths (50% to 88.9%) and the combined results (28.6% to 66.7%). There was a sharpened focus on maths through whole-school staff training and quality first teaching, plus the new maths scheme which is to be rolled out completely next academic year. These improvements will reflect our action plan for 2018-2019.