

Ouston Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Ouston Primary School
Number of pupils in school	254
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	6 th December 2021
Date on which it will be reviewed	31 st July 2022
Statement authorised by	W. Angus (CEO)
Pupil premium lead	L. Lavelle (HT)
Governor / Trustee lead	K. Barrass (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,000
Recovery premium funding allocation this academic year	£5, 655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£48, 655

Part A: Pupil premium strategy plan

Statement of intent

At Ouston Primary School, we want our disadvantaged pupils to feel they have every opportunity and support to: make good progress and attain well; develop resilience, positive friendships and good social skills; experience a range of extra-curricular experiences to enrich and widen their life experiences. We aim to do this through the following:

- A nurturing and positive environment in all classes with high expectations of behaviour and achievement for all and where children are encouraged and supported to do their very best and enjoy learning
- Consistently good teaching across all classes and curriculum areas
- A strong Phonics and Reading programme from EYFS to Year 6.
- Interventions tailored to pupil needs that help to develop confidence, self-esteem and resilience in addition to academic progress.
- A wide range of strategies to support emotional well being
- A wide range of enrichment and extra-curricular opportunities
- Building positive relationships with pupils and families to ensure that pupils want to attend school and families are willing to work with us where any issues occur.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning due to limited engagement with Remote Learning during periods of lockdown. A large number of PP pupils are currently working below expected level. The loss of Phonics/Reading teaching and support particularly has impacted on some pupils reaching the required Phonics standard.

2	On entry to Reception, children come from a wide range of private and state nurseries resulting in a wide range of starting points. Early language and literacy is a particular area of concern for some of our disadvantaged children.
3	Limited support/engagement at home with reading and other homework tasks and low parental confidence with some academic aspects.
4	Low confidence and self-esteem of some disadvantaged children. Some children may also have a number of anxieties and worries relating to life outside of school. These can impact on behaviour, focus on learning and social skills/friendships.
5	40% of our disadvantaged children have SEND and need additional levels of care, intervention and support. We need to ensure that SEND support plans are effective and parents/carers are fully involved in this process.

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
An increase from 2021 in disadvantaged pupils from Reception to Year 6 reaching at least expected level at the end of the academic year.	The following targets will be reached: Maths: 78% at least expected level (an increase of 19% from July 21) Reading: 76% at least expected level (an increase of 17% from July 21) Writing: 67% at least expected level (an increase of 18% from July 21)
Increased rates of progress for PP children with SEND	Progress with Support Plan targets will be carefully reviewed by teachers and new, appropriate targets set. Progress will be clearly seen within Support Plan Reviews and this will be shared with parents/carers. We will see an increase in the number of SEND pupils reaching expected level from 2021.

<p>Improve emotional resilience for pupils</p>	<p>Pupils will demonstrate positive behaviour in all areas of school life and good focus and concentration in lessons.</p> <p>Pupils' attendance will be good and they will be happy to come to school</p>
<p>All staff are fully trained and confident in delivering Floppy's Phonics.</p> <p>PP Pupils achieve well in Phonics sessions and are supported by additional interventions to accelerate progress/recover any gaps in learning</p>	<p>Y1 and Y2 phonic screening scores confirm that increased proportions of disadvantaged pupils meet the standard.</p> <p>Current Year 3 pupils who did not achieve the standard in June 2021, reach this in December 2021.</p>
<p>Increase engagement with parents to support home reading and other homework tasks. Provide increased opportunities in school to support and enthuse a love of reading and ensure that all PP pupils have access to reading books.</p>	<p>A larger % of pupils will reach expected level in Reading (see target above)</p> <p>All PP pupils will have a book of their own, in addition to lending school Lending Library book</p> <p>PP Pupils will complete homework tasks. This will have an impact on academic attainment in addition to confidence, self-esteem and resilience</p>

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: £21, 100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths and English Leads are Implementation Leads for their subjects. This includes monitoring teaching and learning in their subject, analysing progress and attainment and provide feedback, support, resources and information to teaching staff to ensure teaching in these subjects is consistently of a high standard and staff feel well supported in their teaching of these subjects.</p>	<p><i>EEF publication 'Putting Evidence to Work' highlights the importance of building implementation teams and identifying cultivating leaders of implementation across school. It also states that implementation is easier when staff feel trusted to try new things and make mistakes, safe in the knowledge that they will be supported with high quality resources, training, and encouragement to try again and keep improving. In such supportive contexts, leaders develop a sense of enthusiasm, trust, and openness to change.</i></p>	<p>1, 4</p>
<p>Ensure all relevant staff (including new staff) have received paid-for training to deliver the 'Floppy Phonics' scheme effectively and support in implementing this programme</p>	<p><i>EEF research shows that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress</i></p>	<p>1</p>
<p>Ensure subject leads attend CPD to enable staff to effectively lead their subject area. This includes</p>	<p><i>TDT research found that Teachers are most likely to improve when: they engage in sustained improvement programmes over a period of two terms or longer; their</i></p>	<p>1, 4</p>

<p>termly network meetings in addition to more focussed training where needed. Science and ICT are particular CPD focus area this year.</p>	<p><i>experience, needs and their vision of pupils' success are taken into account during development processes they get opportunities to discuss with each other both the theory and practice of new ideas, they are clear on the intended impact of development upon pupils and use formative assessment to gauge the impact of ideas and practices, adapting their approaches (with expert guidance) accordingly</i></p>	
<p>SLT monitoring of efficacy of Intervention programmes.</p>	<p><i>EEF Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</i></p>	<p>1, 2, 4, 5</p>
<p>Support from SENDCO in ensuring children's SEND needs are being met, including provision of CPD and support, guidance and monitoring in relation to SEND support plans.</p>	<p><i>Ofsted research 'Supporting SEND' highlights the importance of practitioners, including TAs, class teachers and SENCOs, having strong subject knowledge so they can understand how best to develop and teach the curriculum to support pupils with SEND.</i></p> <p><i>The EEF evidence review underpinning 'Special Education in Mainstream Schools' guidance report found strong evidence that high-quality teaching for pupils with SEND is firmly based on strategies that will already be in the repertoire of every mainstream teacher, or can be relatively easily added to it.</i></p>	<p>1, 3, 5</p>
<p>Use of the NELI programme in EYFS (and some targeted Year 1 pupils) to</p>	<p><i>Identifying children's language needs early and providing them with targeted language support could ensure</i></p>	<p>1, 2, 4, 5</p>

<p>improve children's language and early Literacy skills</p>	<p><i>they have the fundamental foundations needed for good language and social and emotional development as well as later literacy and numeracy skills.</i></p> <p><i>EEF trails in 2020 found that children receiving the NELI programme made the equivalent of + 3 additional months' progress in oral language skills compared to children who did not receive NELI. Children receiving the NELI programme also made more progress in early word reading (+2 months)</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>1:3 Tuition for targeted pupils delivered by teachers</i></p> <p><i>(Additional tutoring will also take place using the separate School Led Funding Grant)</i></p>	<p><i>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</i></p> <p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p><i>And in small groups:</i></p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p> <p><i>EEF states that 1:1 Tuition has a + 5 months impact</i></p>	<p>1, 3, 4, 5</p>

<p>Small Group and 1:1 Interventions delivered by TAs to targeted pupils. The majority of these will follow a structured programme such as NELI, Catch Up Maths and Catch Up Literacy</p>	<p><i>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</i></p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p><i>And in small groups:</i></p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF states that 1:1 Tuition has + 5months impact</p> <p><i>EEF Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</i></p>	<p>1, 3, 4, 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15, 700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly 'Time to Talk' sessions with School Counsellor for identified/referred pupils</p>	<p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic</i></p>	<p>1, 4</p>

Weekly Circle Time sessions with the Headteacher/Deputy Headteacher for targeted groups of pupils
Creation of a Rainbow Room which provides a calm and positive environment to be used for Emotional Well Being activities
Weekly Draw Therapy sessions for target pupils:
Intensive Counselling sessions for pupils dealing with loss, bereavement:
Training of a Mental Health First Aid Lead:
Additional TA support time to support PP/SEND pupils and emotional well-being attendance
KS2 Lending Library; new books added to encourage a love of reading
Books no longer used as Class Novels sold to pupils at a lower price:

performance, attitudes, behaviour and relationships with peers):
[EEF Social and Emotional Learning.pdf\(educationendowmentfoundation.org.uk\)](https://www.eef.org.uk/EEF%20Social%20and%20Emotional%20Learning%20Foundation%20Trust%20Annual%20Report%202019-2020.pdf)

<p>Parents Maths and Reading Workshops</p>	<p><i>EEF research states that expanding children's knowledge of language, along with the rich variety of topics they might encounter when reading, can help to enable reading comprehension by equipping children to better understand written texts. When a sufficient level of reading comprehension has been reached, readers also can expand their knowledge through reading.</i></p>	<p>1, 4</p>
<p>Homework Club for PP Pupils not engaging with this at home</p>	<p><i>EEF states that positive parental engagement has a +4 months impact, based on extensive research</i></p>	<p>3</p>
<p>Provision of enrichment activities such as ensuring access to music/performance lessons and theatre visits for PP pupils.</p>	<p><i>EEF states that successful completion of homework has a +4 months impact, based on extensive research</i></p>	<p>1, 3, 4</p>

	<p><i>Research states that integration of music in the classroom and playing an instrument has favourable effects on young children's learning outcomes, in particular cognitive abilities, and to some extent self-esteem and social behaviour.</i></p>	<p>1, 4</p>
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Total budgeted cost: £48, 800

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 COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. In July 2021, we used our own standardised teacher administered tests and these showed us the following in terms of pupil progress for pupil premium children in Reading, Writing and Maths:

The percentage of pupil premium pupils working at expected level in Maths increased by 6% from December 20 to July 21

The percentage of pupil premium pupils working at expected level in Reading increased by 14% from December 20 to July 21

The percentage of pupil premium pupils working at expected level in Writing increased by 17% from December 20 to July 21

We need to see further increase in 2021 to reach the targets set out in our 2021-22 plan.

All Year 2 pupil premium pupils reached the phonics standard

Other successful outcomes of our 2020-2021 plan were as follows:

Our Draw Therapy programme supported pupils experiencing anxiety and worry relating to a range of issues including bereavement, their special educational needs and family circumstances. This strategy has been commended by other professionals in PEP meetings and CLA/Child Protection Reviews Meetings

40% of our PP pupils and their families received support from our Parent Support Advisor/School Counsellor. This included 'Time To Talk'/Counselling, support with financial organisation and housing, support with Attendance issues, help with behaviour strategies and access to Food Banks and the Salvation Army Toy Appeal. This work continued during lockdown with weekly phone calls for PP Families the counsellor was working with at the time.

A number of staff are now fully trained in the NELI programme and able to deliver this intervention to identified pupils in EYFS.

A number of PP pupils saw the strong impact of referral to the Emotional Well Being and Effective Learning programme, supporting pupils with transition/change within school and changes to family circumstances. In addition to improving emotional resilience and well-being, these pupils made good academic progress.

A large number of PP pupils benefited from our enrichment programme activities. These included: Samba Drumming for Year 5 pupils and a video of a performance shared with parents/carers; an outdoor School of Rock and Pop performance for Year 6 took place in July, following a number of singing/performance workshops; four PP pupils accessed drumming or violin lessons.