

Outwoods Edge Primary School

Report on Pupil Premium 2015-2016

The school received funding of £97,195 for Pupil Premium for the academic year 2015-2016. Eighteen different activities were paid for using this funding from an on-line reading programme 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** – the majority of the money spent on Pupil Premium children 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 supply staff in Year 5 and 6. The 'Effective Feedback' model (as detailed by the Sutton Trust) was undertaken to have a positive impact on children's writing abilities. This model enabled teachers to hold writing conferences with the children to identify the improvements needed in order to improve their writing. This was an effective way of 'up levelling' children's work. A similar approach was taken in Year 2, where Pupil Premium children were mentored by an experienced member of staff who, with the child's teacher, helped and encouraged them to recognise the successful parts of their work and improve areas of weakness. Small groups were also run for phonics catch up and to develop key writing skills in Year 3 and 4.
- **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.
- **Support for individuals with complex needs** – a small proportion 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. She has enabled children to discuss their thoughts and feelings as well as look at their work and understand how to improve it. She ran a highly successful homework club which motivates the children to learn; improving their engagement with school and the ability to become independent learners. Also The Learning Mentor 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.
- This money has also enabled a 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.
- **Broadening children's educational experience** – some of the Pupil Premium spend 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.
- **Pupil Premium Champion in Foundation Stage** - School employed an additional TA who had a clearly defined role to support all of the Pupil Premium children within their first year of school. She attended Pupil Premium training from the Local Authority which allowed her to identify the individual specific needs of these children and allowed her to 'plug the gaps' in their learning. This was highly successful and the disadvantaged children made rapid gains to reach a 'Good level of Development'. This is to be continued next academic year as it was so successful.

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. On-going focus 2015-16 on 'narrowing the gaps', e.g. the attainment gap for PP Y6 pupils narrowed, however a focus for the next academic year must clearly lie with reading, as a whole school priority and very much so the Pupil Premium children, who this year, for the first time in several years, didn't perform as well as non-disadvantaged children. Measures have been put in place to ensure that the gap is narrowed next academic year and that indeed, as in previous years, the disadvantaged children perform as well as non-disadvantaged children at the end of Key Stage 2.

Likewise, the Year 1 Phonics screening check scores for the disadvantaged children were lower than in previous years. This group of children received additional support through Pupil Premium funding but still did not achieve the 'pass' mark. This group have been identified for extra support in Year 2 and Reading Champions are being employed to raise their attainment ready for the end of Key Sage tests.