

Ouston Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for 2023 to 2024 to help improve progress, attainment and other aspects for 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	232
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	5 th September 2023
Date on which it will be reviewed	31 st July 2024
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	£62, 565
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£62, 565

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 still working below expected level and have gaps in knowledge. Writing has been impacted particularly. The loss of Phonics/Reading teaching and support 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 and interest in some academic aspects. This can also impact on attendance.
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, attendance and social skills/friendships. Attendance issues relating to mental health/emotional well-being is also increasingly becoming an issue for some of our pupil premium pupils. This then has a negative impact on academic progress, in Maths and Writing particularly.
5	26% 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, pupils make good progress and parents/carers are fully involved in/supportive of this process and engage well with school.

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 in disadvantaged pupils from Reception to Year 6 reaching at least expected level at the end of the academic year.	For pupils in EYFS to Year 5, the following targets will be reached: Maths: at least 65% at expected level Reading: at least 65% at expected level Writing: at least 60% at expected level Year 6 levels in Writing and Maths to reach the same high levels as Maths in July 2022

<p>Increased rates of progress for PP children with SEND</p>	<p>Progress with Support Plan targets will be carefully reviewed by teachers and new, appropriate targets set.</p> <p>Progress will be clearly seen within Support Plan Reviews and this will be shared with parents/carers.</p> <p>We will see an increase in the number of SEND pupils reaching expected level.</p>
<p>Improved emotional resilience for pupils</p>	<p>PP Pupils will demonstrate positive behaviour in all areas of school life and good focus and concentration in lessons.</p> <p>Their attendance will be good and they will be happy to come to school.</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>Improved handwriting and consistency of style/approach seen across school with a strong start made in EYFS.</p>	<p>High expectations in this area are evident across school and a robust and consistent approach.</p> <p>All staff are following the Nelson scheme effectively and the daily/weekly agreed structure.</p>
<p>Increased 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: £26, 565

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>A CPD focus – accelerating progress in Writing and Maths (delivered by Subject Leads)</p> <p>A strong focus on Writing, including handwriting – additional CPD and monitoring required for these areas.</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</p>	<p><i>EEF research shows that Phonics approaches have been consistently</i></p>	<p>1</p>

staff) have received paid-for training to deliver the 'Floppy Phonics' scheme effectively and support in implementing this programme	<i>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>	
Ensure subject leads attend CPD to enable staff to effectively lead their subject area. This includes termly network meetings in addition to more focussed training where needed. Science and ICT are particular CPD focus area this year.	<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 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>	1, 4
SLT development of and monitoring of efficacy of Intervention programmes.	<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>	1, 2, 4, 5
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.	<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> <i>The EEF evidence review underpinning 'Special Education in Mainstream Schools' guidance</i>	1, 3, 5

	<p><i>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>Use of the NELI programme in EYFS (and some targeted Year 1 pupils) to improve children's language and early Literacy skills.</p> <p>Additional SALT/Communication and Language intervention for targeted pupils.</p>	<p><i>Identifying children's language needs early and providing them with targeted language support could ensure 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>	1, 2, 4, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20, 000 (includes the school's contribution of 40% towards School Led Tutoring. The SLTG provides the remaining 60%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>1:3 and 1:5 Tuition for targeted pupils delivered by teachers</i></p> <p><i>This will particularly be targeted at Year 6 pupils currently not on track for expected level in Writing and Maths.</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>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>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 plus the Floppy's Phonics programme.</p> <p>Small group/individual intervention once a week for targeted Reception pupils focussing on key gaps in learning/development.</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>

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

Budgeted cost: £16, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly 'Time to Talk' sessions with School Counsellor for identified/referred pupils	<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 performance, attitudes, behaviour and relationships with peers):</i></p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1, 4
Weekly Circle Time/Social Skills/Nuture group sessions for targeted groups of pupils		
Creation and maintenance of a Rainbow Room and a range of resources which provide 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 and time to further develop this area		

<p>Additional SLT and TA support time to support PP/SEND pupils and emotional well-being and attendance</p>		
<p>KS2 Lending Library; new books added to encourage a love of reading</p> <p>Books no longer used as Class Novels sold to pupils at a lower price:</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>Parents Maths and Reading Workshops</p>	<p><i>EEF states that positive parental engagement has a +4 months impact, based on extensive research</i></p>	<p>1, 4</p>
<p>Homework Club for PP Pupils not engaging with this at home</p>	<p><i>EEF states that successful completion of homework 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, gallery and</p>	<p><i>EEF states that Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</i></p>	<p>1, 3, 4</p>

<p>theatre visits, working with an artist and residential visits.</p>	<p><i>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.</i></p> <p><i>Improved outcomes have been identified in English, mathematics and science.</i></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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<p>Attendance Monitoring and Support for pupils and families (SLT and School Counsellor)</p>	<p><i>EEF research found that positive impacts were found for both parental communication approaches and targeted parental engagement interventions. The average impact was larger for targeted parental approaches. Responsive interventions in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	<p>1, 3, 4</p>

Total budgeted cost: £62, 565

Part B: Review of outcomes in the previous academic year (2022-2023)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

In Year 6, pupil premium pupils achieved well in Reading and GPS.

Pupil premium pupils did not achieve as well in Writing and Maths. This is a priority area for 2023 -24.

Results were as follows: *Percentage in brackets is without EHCP pupils*

Reading: 67% (80%) of pupil premium pupils achieved expected level

GPS: 67% (80%) of pupil premium pupils achieved expected level

Writing: 50% (60%) of pupil premium pupils achieved expected level

Maths: 42% (50%) of pupil premium pupils achieved expected level

Read/Write/Maths expected level: 25% (30%) of pupil premium pupils

The percentage of pupil premium pupils from Reception to Year 5 working at expected level by July 2023 was strong in Maths but needs to increase in Reading and Writing this year.

Results were as follows:

The percentage of pupil premium pupils working at expected level in Reading in July 23: 47% *This is slightly lower than the % in July 2022 and needs to increase in 2023-24. We will increase our Reading interventions and include tutoring in this subject*

The percentage of pupil premium pupils working at expected level in Writing in July 23: 38% *This is in line with the % in July 2022 and still too low. A whole school focus on Writing in 2023-24 for all pupils and targeted intervention, including tutoring, for pupils not yet at expected level.*

The percentage of pupil premium pupils working at expected level in Maths in July 23: 62% *This is an increase of 6% from July 2022 and demonstrates the impact of small group tutoring in addition to high quality Maths teaching*

Phonics achievement was strong.

83% of Year 1 pupil premium pupils reached the phonics standard

67% of Year 2 pupil premium pupils have now reached the phonics standard. *The remaining 33% have SEND (TUF) and will receive further Phonics intervention in Year 3.*

Attendance of PP pupils was good at 93.5% for 22-23

Other successful outcomes of our 2022-2023 plan were as follows:

Our Draw Therapy and Lego Therapy programmes 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.

A number of staff are now fully trained in the NELI programme and able to deliver this intervention to identified pupils in EYFS. Another staff member successfully delivered SALT intervention for a number of PP pupils.

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. Two pupils received a course of more intensive counselling. 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 performance shared with parents/carers; a School of Rock and Pop performance for Year 6 parents/carers following a number of singing/performance workshops, Year 2 and Year 6 working with a local artist; Year 4 and Year 6 visits to the Theatre and a Year 3 visit to an Art Gallery; four PP pupils accessing drumming or violin lessons and Year 5 and Year 6 residential visits.