

# Ouston Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for 2024 to 2025 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  | 249                            |
| Proportion (%) of pupil premium eligible pupils                         | 16%                            |
| Academic year/years that our current pupil premium strategy plan covers | 2024 - 2025                    |
| Date this statement was published                                       | 10 <sup>th</sup> December 2024 |
| Date on which it will be reviewed                                       | 31 <sup>st</sup> July 2025     |
| 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                                    | £67, 960        |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0              |
| <b>Total budget for this academic year</b>   | <b>£67, 960</b> |

## 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. Some PP pupils are still working below expected level and have gaps in knowledge. Writing and GPS have been impacted particularly and although we are seeing improvement, there is still more to do to support these pupils. |

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| 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.<br>Attendance issues relating to mental health/emotional well-being is also increasingly becoming an issue for some of our pupil premium pupils. This can then have a negative impact on academic progress. |
| 5 | 22% 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, at least 50% to reach expected level in Reading, Writing and Maths.<br><br>In Year 6, at least 60% of pupils to reach expected level in Reading, Writing, and GPS by July 2025. At least 70% in Maths. |
| 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.  |

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|  | <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>  |
| Improved emotional resilience for pupils   | <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>  |
| PP Pupils achieve well in Phonics sessions and are supported by additional interventions to accelerate progress/recover any gaps in learning.  | Y1 and Y2 phonic screening scores confirm that disadvantaged pupils continue to achieve well with early reading.  |
| Improved handwriting and consistency of style/approach seen across school with a strong start made in EYFS.  | <p>High expectations in this area are evident across school and a robust and consistent approach.</p> <p>All staff are following our new Letter Join scheme effectively and the daily/weekly agreed structure.</p> <p>Regular reviews of standards.</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>Purchase of the Bedrock programme which PP pupils can use both at home and in school to support vocabulary development and reading comprehension.</p> | <p>An increased % of pupils will reach expected level in Reading and GPS (see targets above)</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: £26,000

| 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 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 staff) have received paid-for training to deliver the ‘Floppy Phonics’ scheme effectively and support</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>                      |

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| <p>in implementing this programme</p>  |   |                   |
| <p>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.</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 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>1, 4</p>       |
| <p>SLT development of and 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</i></p>   | <p>1, 3, 5</p>    |

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|  | <i>that will already be in the repertoire of every mainstream teacher, or can be relatively easily added to it.</i>  |            |
| Additional SALT/Communication and Language intervention for targeted pupils. | <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> | 1, 2, 4, 5 |

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

Budgeted cost: £24, 000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><i>Small group tuition for targeted pupils delivered by teachers</i></p> <p><i>This will particularly be targeted at Year 5 and 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><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><i>And in small groups:</i></p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 1, 3, 4, 5                    |

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| <p>Small Group and 1:1 Interventions delivered by TAs to targeted pupils.</p> <p>Small group/individual intervention once a week for targeted Reception pupils focussing on key gaps in learning/development.</p> <p>Additional weekly reading sessions for targeted pupils.</p> <p>Purchase of the Bedrock programme to develop pupil language acquisition and reading comprehension (KS2)</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><i>EEF research states that Reading comprehension strategies are high impact on average (+6 months).</i></p> | <p>1, 3, 4, 5</p> |
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### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £18, 000

| <b>Activity</b>   | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|---|---|--------------------------------------|
| <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>                          |



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| <p>Weekly Circle Time/Social Skills/Nuture group sessions for targeted groups of pupils</p>   | <p><i>performance, attitudes, behaviour and relationships with peers):</i><br/> <a href="https://www.eef.org.uk/EEF%20Social%20and%20Emotional%20Learning%20Foundation%20.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>  |
| <p>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</p>         |  |
| <p>Weekly Draw Therapy sessions for target pupils:</p>  |  |
| <p>Intensive Counselling sessions for pupils dealing with loss, bereavement:</p>  |  |
| <p>Training of a Mental Health First Aid Lead and time to further develop this area</p>   |  |
| <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 in our annual Book Fair.</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> |

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| <p>Year 6 pupils presented with a new novel of their choice at the end of Year 6 to encourage a continued love of/interest in reading.</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 Year 6 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 theatre visits, working with an artist and residential visits.</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><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</i></p> | <p>1, 3, 4</p> |

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|   | <p><i>outcomes, in particular cognitive abilities, and to some extent self-esteem and social behaviour.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>  |         |
| <p>Attendance Monitoring and Support for pupils and families</p> <p>(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><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p> | 1, 3, 4 |

**Total budgeted cost: £68,000**

## Part B: Review of outcomes in the previous academic year (2023-2024)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

**In Year 6, pupil premium pupils achieved particularly well in Maths. Achievement in Writing was good but Reading a little lower. Achievement in GPS was low and needs to be a focus for PP pupils in 2024-25.**

**Year 6 results were as follows:**

Reading: 50% of pupil premium pupils achieved expected level

GPS: 33% of pupil premium pupils achieved expected level

Writing: 60% of pupil premium pupils achieved expected level

Maths: 83% of pupil premium pupils achieved expected level

Achieving Read/Write/Maths expected level: 50% of pupil premium pupils

**The percentage of pupil premium pupils from Reception to Year 5 working at expected level by July 2024 was too low at 29% in Writing and this is a focus area for 2024-5. The % was higher in Maths and Reading.**

Results were as follows:

The percentage of pupil premium pupils working at expected level in Reading in July 24: 53% This is an increase on last year and demonstrates the impact of our Reading interventions and pupil support.

The percentage of pupil premium pupils working at expected level in Writing in July 24: 29% *Targeted intervention for pupils not yet at expected level will take place in 2024 – 25.*

The percentage of pupil premium pupils working at expected level in Maths in July 24: 44% *This should increase further and we will plan a number of interventions for PP pupils not yet at expected level.*

### **Phonics achievement was strong.**

60% of Year 1 pupil premium pupils who were able to access the screening reached the phonics standard. The remaining 40% made excellent progress and will receive further Phonics support in Year 2 to meet the standard.

100% of Year 2 pupil premium pupils have now reached the phonics standard.

### **Attendance of PP pupils was very good for 23-24: 94.87%**

#### **Other successful outcomes of our 2023-2024 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

38% of our PP pupils and their families received support from our Parent Support Advisor/School Counsellor. This included 'Time To Talk'/Counselling, support with Attendance issues, help with behaviour strategies and access to Food Banks and the Salvation Army Toy Appeal.

A staff member successfully delivered highly effective 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 team, supporting pupils with transition/change within school, issues relating to anxiety 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 2, 4 and Year 6 visits to the Theatre, a whole school brass band performance, a whole school theatre production and a Year 3 visit to an Art Gallery.

PP funding enabled all PP pupils to attend Year 5 and Year 6 residential visits if they wanted to. This had a significant impact on their emotional well-being and confidence.

A number of PP pupils were supported to make a successful transition into our school (some having been previously home -schooled). Bespoke support packages were

developed in school for each child as needed and as a result they all had good attendance, made positive relationships, made good academic progress and were fully involved in school life.