

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Outwood Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	31.03%
Academic year that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2021, revised in July 2022 Evaluated and revised July 23 Evaluated in July 2024 Revised in December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jenni Maude
Pupil premium lead	Jenni Maude
Governor lead	Wayne Hampson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,234 = 7/12 £43,303 5/12 £30,931
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£74,234
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using pupil premium funding, it is important to consider the context of the school and the subsequent challenges faced and use this alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all.”

At Outwood we ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles:

We ensure that teaching and learning opportunities meet the needs of all the pupils.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that all pupils who are socially disadvantaged should be registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demographic

Outwood Primary School is a single form primary school including a 40-place nursery in Heald Green, located within the local authority of Stockport. The school has a demographic from a wide area taking children from 3 different local authorities, Stockport, Manchester and Cheshire East. The school currently has 195 children on role, including the nursery.

Ultimate Objectives

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

For all disadvantaged pupils within school to exceed nationally expected progress rates in order to reach Age Related Expectations at the end of Year 6 and thus achieve GCSE's in maths and English.

Achieving these objectives

The range of provision that the Governors agree that should be made available for this group include and would not be limited to:

1:1 support

Additional teaching and learning provide through trained LSAs and TAs and external agencies

All our work through the Pupil Premium Grant will be aimed at accelerating progress, moving children to at least Age-Related Expectations.

The Pupil Premium Grant resources are to be used to target more able children on free school meals to achieve Age Related Expectations.

Subsidise educational visits and residential where possible. Ensuring children have first-hand experiences to enhance their learning in the classroom and develop their cultural capital.

To support some children in learning a musical instrument.

Behaviour and nurture support by providing activities to engage and promote the Outwood values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication skills on entry to the school
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	A number of children eligible for PPG are also on the SEND register- 9/57
4	Gaps in learning due to attendance issues
5	More frequent behaviour difficulties and children displaying some form of SEMH
6	Attendance and Punctuality issues
7	Chaotic family lives and Social Services involvement

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
Progress in reading	Achieve in line with or above national average progress scores in KS2 reading
Progress in writing	Achieve in line with or above national average progress scores in KS2 writing
Progress in mathematics	Achieve in line with or above national average progress scores in KS2 mathematics
Progress in phonics	Achieve in line with or above national expected standard in the phonics screening check June 24 & 25 Yr 1: 100% of children taught are in line with or above national average
Other	Ensure attendance of disadvantaged pupils is above 95%

Activity in this academic year

This details how we intend to spend our Pupil Premium Grant (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £34,778.09

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions £18,280	Support is needed within small groups to accelerate progress.	1,2,3,4,5
Attendance officer £6079.17	Attendance is below school's target of 95% and it is vital that there is someone to chase up absenteeism and persistent absence or punctuality. There is a gap in disadvantaged and non-disadvantaged children's attendance that needs to close.	1,2,3,4,5,6
Continuation of staff training for RWI phonics training. £1,860	There is continual professional development each week to develop staff knowledge and skills to aid rapid progress in phonics to support pupils in receipt of PPG.	1,3,4,5
LA buy back package through the LA (Inclusion) (£4285)	Through a pedagogic approach of active and emotive learning the children will be more engaged and more invested in their learning. They will make the connections across the curriculum.	1,2,3,4,5
Forest School (in house teacher trained and delivering forest school across the school) (4 hours per week – 42 weeks on UPS3 teacher salary £4,273.92)	Research in the UK into Forest School and its impacts on young children found positive impacts on children in terms of confidence, social skills, language and communication, motivation and concentration, physical skills and knowledge and understanding.	1,2,3,4,5

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

Budgeted cost: £8,219.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Plus (60 licences) £3496.75	Reading attainment was lower than national average in 2019. Children in receipt of PPG are underperforming against non-PP.	1,2,3
Test Base tests (Spring, summer) £965.70 (2026)	Pupils eligible for PPG are not performing as well as non-PPG children in both reading and maths.	1,2
Nick Dux 3 hours intervention £180 for 3 hours x 19 weeks = 3,420	Pupils develop strategies for boost their resilience and transforming challenging behaviours. This can be in groups, whole class or on a 1:1 basis.	5,6,7
Times Tables Rock Stars £337.26	Children are struggling to engage at home and need regular access to this programme to improve fluency.	3

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

Budgeted cost: £31,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips and Residential costs £4000	Residential (like school trips or camps) offer huge benefits, building confidence, independence, and resilience by pushing kids out of their comfort zones in a supportive setting, leading to better social skills, teamwork, and lasting friendships. They boost academic engagement, motivation, and behaviour through hands-on learning and new experiences, fostering a stronger sense of self-belief and accomplishment that translates back to the classroom and life.	1,2,3,4,5
Simply books book club £1,200	It promotes a love of reading and reading for pleasure. It exposes children to books they might not otherwise read and encourages deeper exploration of books. Evidence overwhelmingly shows reading for pleasure boosts academic skills (vocabulary, comprehension,	1,2,5,6

	writing, maths), cognitive function (critical thinking, brain development), and mental well-being (empathy, social skills, reduced depression), with studies highlighting its significant impact on future success, even surpassing parental education levels for academic progress.	
Music (steel pans) £3300	Every child has a right to learn how to play an instrument. UCL/Cambridge Studies research found students actively making music scored higher in exams, with highly engaged instrumentalists being over a year ahead academically.	1,2,3,4,5
Sports cool lunch activities £14,250	Exercise and team sports supports SEMH and the development of social skills.	
Play Therapy 30 weeks 1 day per week = £8,100 And ad hoc reports £400	Play therapy enables children to feel more confident in expressing their thoughts and feelings, develop their emotional vocabulary and develop more socially appropriate behaviour. It can help to improve their self-image and self-esteem, concentration and organisation. Therefore, becoming more confident and creative. It also helps process trauma and build resilience.	5,6,7

Total budgeted cost: £74,247.80

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 2023 to 2021 academic year.

Reading: the children are developing a love of reading through the investment in high quality books in the academic year 2024 / 2025.

In 2025 KS2 SATS reading outcomes was 88% compared to 75% nationally with 34% achieving GDS compared to 75% nationally. In 2024 Year 1 pupils achieved 100% in the phonics screening test and in 2025 94% of pupils (100% of pupils that were taught at Outwood) met the expected standard in the test.

Writing: In 2025 69% of pupils met the standard for writing in KS2 compared with 72% nationally.

Maths: In 2025 88% of pupils met the expected standard in the maths SATS tests compared to 74% of pupils nationally. 41% of pupils achieved GDS compared to 26% nationally.

Behaviour incidents had reduced with no exclusions.

Wellcomm – 100% progress

SEMH for pupils who have worked with the play therapist and resilience coach has improved.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
X Tables Rockstars	TT Rockstars
Speech and language therapist	Stockport LA
RWI phonics programme	Ruth Miskin Phonics