



# Overchurch Junior School- Pupil premium strategy statement 2015-16



1. Summary information					
School	Overchurch Junior School				
Academic Year	2015-16	Total PP budget	£146,150	Date of most recent PP Review	July 2016
Total number of pupils	376	Number of pupils eligible for PP	96	Date for next internal review of this strategy	Sept 2016

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>Y6 % achieving in reading, writing and maths</b>	<b>19%</b>	60%
<b>Y6 % achievement in reading</b>	47%	71%
<b>Y6 % achievement in writing</b>	50%	79%
<b>Y6 % achievement in maths</b>	41%	75%
<b>Y6 % achievement in GPS</b>	41%	78%
<b>Y5 % achieving in reading, writing and maths</b>	<b>45%</b>	
<b>Y5 % achievement in reading</b>	64%	
<b>Y5 % achievement in writing</b>	68%	
<b>Y5 % achievement in maths</b>	72%	
<b>Y4 % achieving in reading, writing and maths</b>	<b>50%</b>	
<b>Y4 % achievement in reading</b>	64%	
<b>Y4 % achievement in writing</b>	64%	
<b>Y4 % achievement in maths</b>	59%	
<b>Y3 % achieving in reading, writing and maths</b>	<b>58%</b>	
<b>Y3 % achievement in reading</b>	79%	
<b>Y3 % achievement in writing</b>	63%	
<b>Y3 % achievement in maths</b>	79%	

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Reading	
<b>B.</b>	Phonics / Spelling	
<b>C.</b>	Maths	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Pastoral Support – Dis-functional Home Life	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils achieve at least in line with similar pupils nationally	Pupils making appropriate progress in line with or better than similar pupils nationally.
<b>B.</b>	Pupils achieve at least in line with similar pupils nationally	Pupils making appropriate progress
<b>C.</b>	Pupils achieve at least in line with similar pupils nationally	Pupils making appropriate progress
<b>D.</b>	Where appropriate children's attendance shows improvement (95%). Boxall Profiles show children are happier and more confident in school	

5. Planned expenditure					
Academic year	2015 / 2016				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Teachers confident to deliver good quality Phonics lessons	Phonics inset and teachers to observe best practice in the Infant school	Teacher have had no recent training on phonics and no knowledge of Y1 phonics test.	SLT to monitor teaching and learning	English Subject Leader	Formal monitoring once a term
Children are able to explore maths at greater depth	Training and resources provided by Tara Laughlin and the White Rose Maths Hub	Assessments indicate achievement isn't in line with national expectations	Planned inservice with examples of good practice followed by regular monitoring and review by SLT and the Maths Subject Leader	Maths Subject Leader	Formal monitoring once a term
<b>Total budgeted cost</b>					£6,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children's reading / spelling age improves anknowledge	Cliker, Spelling Force, Nessey , no nonsense Spelling & Catch up reading	Formal Assessments indicate that these children are below ARE	SEN Co to monitor after each intervention cycle.	SEN-Co	End of year to judge overall effectiveness
Target children are working at ARE	Additional SEN teacher, .5 teacher and 2 TAs to offer	Tracking assessments show lack of progress	SLT to monitor teaching and learning	Deputy Head	Formal monitoring once a term
<b>Total budgeted cost</b>					£49,037
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Chidren with social barriers to learning receive support that impacts on their learning	Pastoral support worker to offer needs led support to children and families where appropriate. SEN –Co to co-ordinate provision with other agencies and provide additional resources	There is a wide evidence base involving social care, parents / carers and Health services.	Deputy Head and Pastoral Worker to review progress and effectiveness of offered support.	Deputy Head	Formal academic monitoring once a term. Pastoral reviews dependent on type of support offered

Writing improves as a consequence of the use of the Power of Reading texts	Whole school introduction of the Power of Reading	Children don't have a knowledge of good quality texts and a range of authors and the quality of writing is limited as evidenced by regular book monitoring.	Power of Reading will be the focus of staff meetings, lesson observations and book monitoring by the SLT	English Subject Leader	Formal monitoring of lessons and books once a term.
<b>Total budgeted cost</b>					£76,673

6. Review of expenditure				
Previous Academic Year				
<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<b>ii. Targeted support</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<b>iii. Other approaches</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost