



Overchurch Junior School- Pupil premium strategy statement 2016 -17



1. Summary information					
School	Overchurch Junior School				
Academic Year	2016 -17	Total PP budget	£135,720	Date of most recent PP Review	March 2017
Total number of pupils	379	Number of pupils eligible for PP	96	Date for next internal review of this strategy	Sept 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average - 2016)</i>
Y6 % achieving in reading, writing and maths	33%	60%
Y6 % achievement in reading	63%	71%
Y6 % achievement in writing	78%	79%
Y6 % achievement in maths	41%	75%
Y6 % achievement in GPS	56%	78%
Y5 % achieving in reading, writing and maths	%	
Y5 % achievement in reading	63%	
Y5 % achievement in writing	71%	
Y5 % achievement in maths	54%	
Y4 % achieving in reading, writing and maths	%	
Y4 % achievement in reading	57%	
Y4 % achievement in writing	67%	
Y4 % achievement in maths	52%	
Y3 % achieving in reading, writing and maths	%	
Y3 % achievement in reading	43%	
Y3 % achievement in writing	29%	
Y3 % achievement in maths	50%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)**In-school barriers** *(issues to be addressed in school, such as poor oral language skills)*

A.	Reading
B.	Phonics / Spelling
C.	Maths

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Pastoral Support – Dis-functional Home Life
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils achieve at least in line with similar pupils nationally	Pupils making appropriate progress in line with or better than similar pupils nationally.
B.	Pupils achieve at least in line with similar pupils nationally	Pupils making appropriate progress
C.	Pupils achieve at least in line with similar pupils nationally	Pupils making appropriate progress
D.	Where appropriate children's attendance shows improvement (95%). Boxall Profiles show children are happier and more confident in school	

5. Planned expenditure					
Academic year	2016 / 2017				
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?
IDL and No Nonsense Phonics helps target children to improve their reading and spelling ages.	Introduce IDL and No Nonsense Phonics to target children and arrange three sessions per week.	Assessments indicate achievement isn't in line with national expectations	SEND - Co to monitor progress and ensure appropriate programmes of study are completed.	SEND -Co	Formal monitoring once a half term. Informally after each session.
Children are able to explore maths at greater depth	Place targeted children on Mathletics	Assessments indicate achievement isn't in line with national expectations	SEND –Co to liaise with class teachers to target specific areas of need through mathletics. To ensure all target children have access to mathletics	SEND -Co	Formal monitoring once a half term. Informally after each session.
Total budgeted cost					£1,500
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	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 .5 teacher and 2 TAs to offer targeted support	Tracking assessments show lack of progress	SLT to monitor teaching and learning	Deputy Head	Formal monitoring once a term
Total budgeted cost					£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?
Children with social barriers to learning	Pastoral support worker to offer needs led support to children and families where	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 half term. Pastoral

receive support that impacts on their learning	appropriate. SEN –Co to co-ordinate provision with other agencies and provide additional resources				reviews dependent on type of support offered
Identified vulnerable children receive support that impacts on their learning, attendance, well-being and attendance.	Vulnerable children are identified in each year group and placed in one of four projects	There has been a growing number of challenging personal circumstances that affect a growing number of children in school	There will be four projects lead by subject leaders. These will be Art, Forest School, Mindfulness and Out Door Education. A range of Assessments will be made depending on the circumstances of the individual children.	Subject Leaders / SEND-Co	Review to be completed at the end of the eight week projects.
All PP children receive appropriate provision that supports their education and wellbeing	The Headteacher and SEND-Co meet half termly to review the provision for all PP children	Assessments need to be reviewed on a more regular basis to ensure all PP children are making progress and receiving the appropriate provision	Assessments will clearly identify the PP children and be used to inform any changes to the provision	Headteacher / SEND-Co	Review to done each half term. Final review to be done July 2017
Identified children engage in life- long learning skills and become qualified sports leaders	Y5 and Y6 children complete a ten week programme to become qualified sports coaches	These children are making very good progress academically. These skills have been identified as important by employers and therefore will stand the children in good stead in future years.	A nationally accredited programme will be delivered by qualified sports coach.	Sports Coach	Review to be done on completion of ten week programme.
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.
Total budgeted cost					£76,673

6. Additional detail

- Before school and lunchtime clubs are run to support PP children - £4,000
- Subsidised school events e.g. Stem Young Engineers, Whitemore Lakes and holiday football clubs - £1,000
- Music instruments purchased to support wider curriculum opportunities - £1,500
- Sports Coach to deliver a variety of sporting activities after school and during lunchtimes. - £4,608

7. Review of expenditure				
Previous Academic Year 2015 - 2016				
i. Quality of teaching for all				
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 £6,000
Teachers confident to deliver good quality Phonics lessons	Phonics inset and teachers to observe best practice in the Infant school	Some Teachers need more training and more resources. However gaps in the children's learning are being closed in every year group and an accepted scheme has been adopted by the whole school.	The Deputy Head to ensure there is a consistent approach to teaching phonics and spelling – particularly in Y3.	
Children are able to explore maths at greater depth	Training and resources provided by Tara Laughlin and the White Rose Maths Hub	There is good practice in each of the year groups. However the practice is patchy. Another strategic plan needs to be put in place ensuring the base curriculum with identified elements is clearly identified for each year group.	More development needs to be done regarding curriculum design, lesson design and more CPD. The subject leader should drive this with the advice of a specialist curriculum consultant.	
ii. Targeted support				
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 £49,037
Children's reading / spelling age and knowledge of tables improves	Cliker, Spelling Force, Nessey & Tables Challenge	Where children have regular access to these programmes progress is good.	We need to monitor the progress of the children more regularly – weekly in some cases. We also need to ensure that the programmes are being used at the appropriate level with the appropriate children. We also need to use programmes that can be effective with a large number of children e.g. Accelerated Reader, Mathletics and IDL. Clicker has not been so successful with the target children – a number of features have distracted from the main aim of improving their writing. We will look for future training opportunities.	

Target children are working at ARE	Additional SEN teacher, .5 teacher and 2 TAs to offer targeted support	Quality first teaching is essential to the progress of all children. There is evidence of good progress made by TA support	We need to ensure the good practice of the TAs is replicated by other TAs. We need to review the records kept by TAs and ensure relevant information is passed to the class teachers and SEND-Co.	
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iii. Other approaches

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 £76,673
Children 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	Children are supported and class disruption is very rare. Where attendance is an issue families are offered a wide range of support.	The growing number of children facing a wide range of issues means we need to involve more staff to support the pastoral support worker and to develop plans that cater for the different needs of the children. We also need to look at the assessments of these needs and record the effectiveness of our provision.	
Writing improves as a consequence of the use of the Power of Reading texts	Whole school introduction of the Power of Reading	The children are experiencing very good quality texts and a wide range of authors. Boys particularly are making positive comments about their choice of texts.	We need to adopt the Pie Corbett technique of 'Cold Write' followed by the 'Hot Write' and ensure the children have opportunities for extended writing. There also needs to be a wide range of evidence to demonstrate the children's writing ability	