

Overchurch Junior School- Pupil premium strategy statement 2017-18

1. Planned expenditure

Academic year 2017 / 2018

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.
All children make appropriate progress in line with National expectations	Whole school maths review with planned staff development	Assessments indicate achievement isn't in line with national expectations	Subject Leader to liaise with class teachers to plan maths lessons using the White Rose maths hub. Subject Lead released each week to monitor planning and offer individual support	Subject Leader	Formal monitoring once a half term. Informally after each session.
Total budgeted cost					£ £3,7848

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 & Targeted use of Accelerated Reader	Formal Assessments indicate that these children are below ARE	SEND 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?
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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	There is a wide evidence base involving social care, parents / carers and Health services.	SEND-Co and Pastoral Worker to review progress and effectiveness of offered support.	Deputy Head	Formal academic monitoring once a half term. Pastoral 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. The school will also employ a trained councillor to run small group and 1:1 sessions in Mindfulness and play therapy	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 Head teacher and SEND-Co meet half termly to review the provision for all PP children	NFER 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	Head teacher / SEND-Co	Review to be done each half term. Final review to be done July 2018
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

2. 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



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Summary information					
School	Overchurch Junior School				
Academic Year	2017-18	Total PP budget	£122,760	Date of most recent PP Review	July 2017
Total number of pupils	373	Number of pupils eligible for PP	96	Date for next internal review of this strategy	Sept 2017

Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Y6 % achieving in reading, writing and maths	%	60%
Y6 % achievement in reading	%	71%
Y6 % achievement in writing	%	79%
Y6 % achievement in maths	%	75%
Y6 % achievement in GPS	%	78%
Y5 % achieving in reading, writing and maths	%	
Y5 % achievement in reading	%	
Y5 % achievement in writing	%	
Y5 % achievement in maths	%	
Y4 % achieving in reading, writing and maths	%	
Y4 % achievement in reading	%	
Y4 % achievement in writing	%	
Y4 % achievement in maths	%	
Y3 % achieving in reading, writing and maths	%	
Y3 % achievement in reading	%	
Y3 % achievement in writing	%	
Y3 % achievement in maths	%	

