

Pupil premium strategy statement

School overview

	Data
School name	Overchurch Junior School
Pupils in school	361
Proportion of disadvantaged pupils	22%
Pupil premium allocation this academic year	110,080
Academic year or years covered by statement	Year 3-6
Publish date	September 2020
Review date	July 2021
Statement authorised by	Mrs A Sheridan
Pupil premium lead	Mrs A Sheridan
Governor lead	Mrs G Dudley

Disadvantaged pupil progress scores for last academic year 2019/20

Measure	Score
Reading	N/A due to SATs
Writing	N/A due to SATs
Maths	N/A due to SATs teacher

Strategy aims for disadvantaged pupils 2020/21

Measure	Score
Meeting expected standard at KS2	75%
Achieving high standard at KS2	13%

Measure	Activity
Priority 1	Develop vocabulary, language and comprehension skills
Priority 2	Access to an engaging maths mastery approach through an exciting, challenging curriculum
Barriers to learning these priorities address	Parental engagement Prior attainment at end of KS1 Attendance/punctuality Lack of access to online learning during pandemic
Projected spending	£110,080

Teaching priorities for current academic year 2020-2021

Aim	Target	Target date	Evaluation Jan 2021
<p>To improve progress in Reading from Infant School entry in Year 3 to end of Year 6</p>	<p>Purchase Rising Stars books matched to phonic ability 2 x HLTAs to lead Accelerated Reader in Lower and Upper School Reward scheme to encourage reading targeted at disadvantaged pupils Myon Curriculum non fiction books purchased for wider access to reading for disadvantaged pupils</p>	<p>By Sept 2020</p>	<p>Rising stars books purchased, being used effectively in Year 3 and introduced to Y4. Increased participation, enjoyment in reading. Improved RA. 2 HLTAs pick up the least engaged pupils. Impact can already be seen in Reading Age progress using Accelerated Reader scores</p>
<p>To improve progress in Writing from Infant School entry in Year 3 to end of Year 6</p>	<p>Employ an additional teacher in Year 6 to create 4 class groups for writing Additional teacher in Year 3 to enable a small SEN writing group Literacy Counts Training for teachers delivering Literacy Counts, which will enrich vocabulary for disadvantaged pupils</p>	<p>By Sept 2020 By Feb 2021</p>	<p>4 teachers employed in Year 6 to make teacher pupil ratio smaller. Our current expenditure 2019/20 was below the average for our comparison group by 0.3 % points (Benchmarking report card)</p> <p>Our pupil-teacher ratio was higher than the comparison group, meaning 28 pupils to each teacher. There is some evidence that greater relative spend on teachers tends to be associated with higher attainment (Benchmarking report card 2019/20). Teachers noted that the impact of reduced class size in Year 6 up to December was having a positive effect on learning, as well as mental health and well-being of pupils.</p>

<p>To improve progress in Mathematics from Infant School entry in Year 3 to end of Year 6</p>	<p>Employ an additional teacher in Year 6 to create 4 class groups for maths Additional teacher in Year 3 to enable a small SEN maths group Maths No Problem CPD</p>	<p>By Sept 2020.</p> <p>By Feb 2021</p>	<p>Insight is being used to track progress for all pupils. The additional teacher in Year 3 has developed children's basic skills. All staff have accessed Maths No Problem CPD.</p>
<p>Phonics</p>	<p>All pupil premium pupils pass the Year 1 phonics check by the end of Year 3.</p>	<p>By May 2021</p>	<p>A plan is in place for the lowest 20% of readers, including those who did not meet the standard at the end of KS1.</p>
	<p>Support will focus on disadvantaged pupils reaching the expected standard in the phonics check at the end of Year 1 (Infant School data) Year 3 teach Read Write Phonics in sets from September to close gaps SEND leader to work in Year 3 to teach a nurture SEN group each morning. Phonics trained expert to support pupils' phonic skills in the group</p>	<p>By Sept 2020</p> <p>By Sept 2021</p>	<p>Year 3 teachers teaching daily phonics SEND leaders and Phonics TA beginning to see an improvement in phonic knowledge for disadvantaged pupils.</p>

<p>Improve Health and Well Being</p>	<p>Plan to improve health and well- being by Mental Health Lead in partnership with Wirral MHT, Chair of governors leading the Rainbow Programme and Yoga Therapy 1-1 sessions</p>	<p>By Sept 2020</p>	<p>MHT team made weekly visits to school to work with children and their families. Rainbow Programme has been delivered during Autumn Term for all pupils. An impact report has been written to explain impact. The programme was beneficial to all pupils as well as disadvantaged and SEND pupils.</p>
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Targeted academic support for current academic year

Measure	Activity	
Disadvantaged pupils will outperform the national average in attainment for KS2 in maths, reading and writing.	Early identification of disadvantaged pupils on entry to Year 3 by SLT and transition lead	L.J identified disadvantaged pupils with HT and DHT prior to entry to Junior School. Liaised with Infant staff to identify learning gaps for all pupils, with a particular focus on disadvantaged pupils. See LJ report on gov hub.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Readiness for Learning & Engagement 2. Safeguarding 3. Behaviour 4. Low Aspirations 5. Attendance/COVID-19 6. Academic 	<p>Formatted: Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.47 cm + Indent at: 0.47 cm</p> <p>Swift referrals are made to MHT& SEND leader Behaviour of disadvantaged is tracked& behaviour plans in place for those who need learning support. Yoga therapy has been highly effective here. 'Tilly Time', the school dog, has been used as reward time and Golden Time introduced for all pupils, as well as vulnerable pupils. Attendance is slightly lower for disadvantaged pupils. Attainment is below all pupils for disadvantaged pupils but the gap is closing due to targeted support and academic tutoring through 'Catch Up'. There is a higher level of engagement during the current lockdown.</p>

Wider strategies for current academic year

Area	Challenge	Mitigating action
Teaching	Ensure high quality CPD Literacy Counts and Maths No Problem	INSET, virtual training from Maths No Problem
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Teaching	Ensure high quality CPD Literacy Counts and Mathematics training	INSET, virtual training from Maths No Problem

Measure	Activity	
To improve social and emotional support	Pastoral Leader 4 days a week to mentor the most vulnerable pupil premium pupils in all Year groups Yoga therapy teacher to support children with behavioural issues 1 day a week Year 3 take part in the Rainbow Project with a specialist teacher 1 hour per class per week MHST engagement from Wirral Mental Health Team working on school site 1x day a week	Our Pastoral Support Leader has retired after reducing her hours. Year group leaders and our sports coach have become pastoral workers in school. The DHT and SEND leader have also taken on the pastoral role. Rainbow programme completed in Year 3, impact report written MHST worked on site for the term, now working remotely.
To improve attendance	Attendance Matters implemented in partnership with Wirral LA and Birkenhead North Cluster Information sharing between Overchurch Infant School and High Schools siblings attend Pastoral Leader x 4 days a week to work with the most vulnerable Pupil Premium pupils	We continue to work with Wirral LA. During Autumn Term attendance was higher than during the same period in the previous year for all groups. The gap between all and disadvantaged pupils had reduced.
Barriers to learning these priorities address	Behaviour training for all staff, including NQTs using the EEF model to provide a positive learning environment for all pupils. EEF research and CPD attended by Headteacher	Training to take place in Summer Term.
Projected spending	£110,000	

Monitoring and Implementation

Targeted support	Ensure Accelerated Reader is used efficiently, regularly and is tracked by teachers, HLTA and English Leader	Year 6 taught in 4 smaller class groups with Catch Up from HLTA Maths after school tuition
Wider strategies	Continue to engage pupils in confidence and well being building opportunities	After school sporting, well being and in school Junior leadership awards

Review: last year's aims and outcomes 2019/2020

Aim	Outcome
For disadvantaged pupils to make accelerated progress in reading	Year 6 predicted Teacher Assessed data indicated that the gap for reading closed between disadvantaged and all pupils Internal data provided by teachers indicated an improving trend in attainment and progress for Year 3,4 and 5 in reading
For disadvantaged children to maintain good levels of attendance.	Attendance We have worked with parents to ensure that children attend regularly.
To provide a wide range of extra curricular opportunities for pupil premium children.	Children were offered access to one free after school club. We saw increased levels of participation in after school clubs and an increase in confidence
	Children attended Summer Camp for 1- 4 weeks which demonstrated high impact evidenced by the Summer Camp survey.