

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Overchurch Junior School
Number of pupils in school	356
Proportion (%) of pupil premium eligible pupils	26%
Academic years that our current pupil premium strategy plan covers	2021/2022 2022/2023 2023/2024
Date this statement was published	15/09/2021
Date on which it will be reviewed	15/7/2021
Statement authorised by	Anne Sheridan
Pupil premium lead	Anne Sheridan
Governor / Trustee lead	Gaynor Dudley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,070
Recovery premium funding allocation this academic year	£12,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£116,870

Part A: Pupil premium strategy plan

Statement of intent

In June 2019, we published a new guide on the Pupil Premium. The EEF Guide to the Pupil Premium aims to support schools in spending their Pupil Premium to maximise the benefit for their students. The report recommends school take a tiered approach to Pupil Premium spending. Teaching is the top priority, including professional development, training and support for early career teachers and recruitment and retention. Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

- The gap between disadvantaged and non- disadvantaged will be closed through the implementation of the Overchurch Junior School pupil premium strategy. At the end of KS 2 pupil premium children will all reach age related expectation and above. Attendance will be above 96% for disadvantaged pupils. Quality First teaching continues to be delivered , including high quality CPD for Early Career framework teachers that leads to strong outcomes for disadvantaged pupils
- The current pupil premium strategy works towards achieving the objectives in a carefully planned strategy agreed with governors.
- The key principles of the strategy plan are to meet.

Challenges

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

Challenge number	Detail of challenge
1.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.
2.	Children being able to use problem solving and subject-specific strategies or memorisation. Being resilient when problem solving and learning new information.
3	Challenges to pupils in Year 3 as they have missed vital phonics learning in Year 1&2. The past 17 months have had a large impact on standards at the start of key Stage 2 based on baseline assessments and moderation of Year 2 writing & maths books.
4	Attendance is barrier to learning for our disadvantaged pupils. Missing blocks of learning in maths& curriculum is a key issue.(NCTEM)

5	Poor well-being, mental health and lack of exercise have been a barrier to learning for disadvantaged pupils.
6.	Communication with parents to give positive messages and support for reading.

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
<p>CPD is planned and delivered to ensure all teachers use 'Quality First Teaching', including ECT staff in school.</p> <p>Science of Learning training provided by Teach First.</p> <p>DHT plans a programme of training for ECT.</p> <p>Underachievement is addresses promptly. Children access intervention, Wave or 3.</p>	<p>Lesson observations, learning walks, pupil voice and work in books demonstrates inclusive, high standards for all pupils in Overchurch Junior School.</p> <p>Planning shows progression, well sequenced lessons, a good understanding of prior learning, robust assessment for learning.</p> <p>SLT regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.'</p>
<p>Children learn to read using phonics strategies in Year 3/4, catching up on lost KS 1&2 learning. Staff CPD9 INSET day delivered by Rocket Phonics) will give staff the knowledge and skills to achieve this goal.</p> <p>Phonics teaching is established for children who did not pass the phonics check, or have difficulty spelling.</p> <p>Year 3& 4 work on knowing x tables, demonstrating quick recall.</p>	<p>All Year 3 PP pupils reach a reading age of 8+ (Measured on Accelerated Reader).</p> <p>Year 3&4 pupils reach ARE+ in reading, maths and writing.</p> <p>Phonics CPD (Rocket Phonics-after contact with the English hub, matching Infant change in phonics, delivered to all staff in school to ensure quality first teaching.</p> <p>All children can read and spell phase 5 and beyond.</p> <p>Spelling Shed is used to evaluate success in spelling.</p>

<p>By the end of Year 6 children are KS3 ready. They reach or exceed the national standard in reading, writing and maths.</p> <p>They are resilient & use problem solving strategies in maths.</p> <p>Children remember what they learn using memory strategies taught explicitly.</p>	<p>KS 2 SATS data for disadvantaged pupils is equal to, or better than all pupils.</p>
<p>Pupil Premium pupils' attendance is below 96%</p> <p>Attendance team track, monitor, implement 'Every Child Counts'</p> <p>Use incentives to encourage children into school. Early morning clubs, Tilly time.</p>	<p>Disadvantaged pupils attend school daily and make progress in all areas of the curriculum.</p>
<p>Disadvantaged pupils build resilience through the MHT interventions and whole class teaching.</p> <p>The Rainbow Programme is delivered to Year 3 and 4 in 12 week 20 minutes blocks.</p> <p>Children take part in after school and early morning clubs.</p> <p>Pupils spend time with Tilly to boost their mental health</p> <p>Parents invited to use the 'Breathing Space'.</p>	<p>Children arrive happy in school daily. They are resilient and feel safe and secure.</p> <p>Children needing self- regulation are referred to the MHT team using Scholarpack. Children access the support they need. <i>'We catch them before they fall'</i>.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To create additional time and space to prioritise continuing professional development for teachers and support staff that has an impact on outcomes for disadvantaged pupils</p>	<p>EEF research demonstrated that this approach led to improved end of KS2 results in reading, writing and maths. https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/ As we are a Junior School this evidence supports the case that creating space for continuing professional development for teachers and support staff would be applicable to Overchurch Junior School.</p>	<p>To deliver a timetable that allows staff to access quality CPD to enable good outcomes so disadvantaged children know and remember more. Apply Science of learning principles to teachers' own learning 18 teaching staff 2x HLTA 14x TA 1x Sports Coach</p>

<p>To engage with Teach First Programme to give staff meeting time to Rosenshein's Principles. (Metacognition) Quality Teaching CPD</p> <p>Teach First Leadership CPD for SLT& staff teams</p> <p>Rocket Phonics CPD for teaching staff & Support Staff</p> <p>CPD form the English Hub</p> <p>Maths No problem & Maths Hub CPD for teaching staff & Support staff</p>	<p>Evidence that support from Teach First improves leadership and managements in schools in areas of high deprivation.</p> <p>All of Teach First's modules are based on research evidence e.g. Rosenshein, D Willingham, D Christodoulou</p> <p>Evidence that a consistent approach to phonics has a high impact on reading. The English Hub advised school to go for the approach to phonics.</p> <p>The high quality, sequenced, maths curriculum leads to outcomes for all pupils, including disadvantaged.</p>	<p>Time for staff to access CPD</p> <p>INSET day attendance for all staff.</p> <p>X 35 school staff</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: X 2 teachers+ TA time = £50,000 NTP £3,800 Total; =53,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To deliver structured small group & one-to-support.</p> <p>These sessions will focus on gaps in learning identified by formative assessments and give children the opportunity to revisit prior learning.</p> <p>Year 6</p>	<ul style="list-style-type: none"> Evidence can help to support schools' decisions around which interventions to adopt in their setting. Where schools deliver one to one or small group tuition, they should consider factors that are typically associated with positive learning outcomes: Learning in one to one and small groups is carefully linked with classroom teaching. For one to one tuition led by teaching assistants, interventions 	<p>Timetable to ensure catch up sessions do not narrow the curriculum. Rota established.</p>

<p>Additional Year 6 teacher & 3 support staff deliver short, regular sessions 3 times per week for reading, writing & maths.</p> <p>Year 5 Support staff deliver short, regular sessions 3 times per week for reading, writing & maths</p> <p>Year 4 3 support staff deliver short, regular sessions 3 times per week for reading, writing & maths</p> <p>Year 3 Additional Year 3 teacher & 3 support staff deliver short, regular sessions 3 times per week for phonics.</p>	<p>are likely to be particularly beneficial when the teaching assistants are experienced and well-trained.</p> <ul style="list-style-type: none"> • Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. <p>EEF- Targeted academic support Evidence based on schema building and retrieval practice also cognitive load theory.</p>	<p>Year 6=23 pupils</p> <p>Year 5=17 pupils</p> <p>Year 4 =20 pupils</p> <p>Year 3= 27 pupils</p>
<p><i>NTP Action Tutoring</i></p>	<p>Evidence from NTP</p>	<p>15 Year 6 pupils</p>
<p><i>Maths Whizz</i></p>	<p>Evidence base from Maths Whizz research</p>	<p>Year 5/6 disadvantaged pupils in school & homework time to access 60 mins per week.</p>

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To increase attendance and punctuality of PP pupils with a well-being team approach led by Deputy Headteacher. Sending positive messages using personalised ParentApp. Use 'Praise Postcards'</p>	<p>EEF working with parents document evidence points to improved attendance when schools work closely to improve pupil attendance with parents.</p>	<p>PA group of PP children.</p>
<p>To engage pupils in sports interventions in extra-curricular activities To engage pupils in Personal Best sports activities that build character.</p>	<p>Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. This might be through organised after school activities or a programme organised by a local sporting club or association. Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, literacy, or mathematics lessons. Being involved in extra-curricular sporting activities may increase attendance and retention.</p>	<p>To engage with parents to encourage them to enable their children to stay for after school clubs.</p>
<p>To develop children's character by offering a well rounded, culturally rich education. Organise a residential, that offers outdoor adventure learning, for Year 4 & 6</p>	<p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning-EEF</p>	<p>To plan and organise the residential during the pandemic. To ensure PP children have transport, access and equipment.</p>
<p>To deliver a summer school to build character, confidence and resilience</p>	<p>EEF- On average, evidence suggests that pupils who attend a summer school make approximately two additional months' progress compared to similar pupils who do not.</p>	<p>All FSM pupils invited to summer school. Challenge to encourage continued attendance. 57 pupils (Funded by a school bid from Edsential) Admin funding from school £200</p>

To build skills of self-regulation and wellbeing for children	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.	
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Total budgeted cost: £ 108,300

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 2020 to 2021 academic year.

<p><i>Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales Year 6 undertook the 2019 SATs in reading, writing & maths (Internal papers, internally marked by teachers). This enabled us to measure the performance of all Year 6 pupils, including Pupil Premium. The internally marked SATS indicated that the gap between PP and non-PP pupils has reduced. We used Accelerated Reader to measure reading progress in Year 3,4,5 &6.</i></p>

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
Maths Whizz	Whizz Education

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We monitored the progress service children made compared to their peers. We provided pastoral support as an adult mentor
What was the impact of that spending on service pupil premium eligible pupils?	Children achieved well in the curriculum

	They felt safe and valued at school.
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Further information (optional)

Two HLTA's track the progress of Pupil Premium Pupils by monitoring Accelerated Reader, used by all pupils in school. They reward progress in reading by awarding 'Tilly Time'. This time is spent with the school dog, Tilly.

Children are carefully tracked and the HLTAs lead a team of staff ensuring the pupils who need a boost on Accelerated Reader are given the time to read.