

Pupil Premium Strategy 2019-20

Summary Information

School	Overstone Combined School		
Total No. of Children on Role	215	Total Number of Children eligible for Pupil premium Funding	21
Current % of children in school that are PPM	10.7%	National and Local Comparisons <i>(Source: gov.uk – pupil premium allocations 2018 - 2019)</i>	Bucks: 13% National: 23%

Total Pupil premium Budget allocation:	£33,840
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Main Barriers to Learning

- Parental engagement with the school
- Students engagement and attitudes to learning
- Individual specific needs in learning
- Emotional wellbeing of individuals
- Children’s access to appropriate reading materials
- Access to enrichment of curriculum

Funding allocation for 2018-2019

Focus	Barriers to Learning	Desired outcomes / success criteria	Rationale
To ensure every PPM child	Disengagement / inability to	All PPM children will make	End of KS2 outcomes need to

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makes more than expected progress in an academic year	engage with texts Lack of positive “learning” role models at home Access to reading materials at home Specific literacy needs creating a barrier to accessing the wider curriculum	more than expected progress, regardless of starting point 6 week data tracking will show PPM children are making more than expected progress	be in line with peers
Chosen Strategies and actions			
<p>Focused high quality Teaching and Learning Teachers to run interventions and PPM children to be supported by an intervention for English and Maths Prior learning for new topics to be introduced through intervention Progress to be tracked every 6 weeks Collaboration with parents to ensure access to quality reading material at home Pupil Premium Co-ordinator monitoring</p>			
How is impact monitored		Known costs	Person(s) responsible
PPM progress meetings SLT PPM agenda focus Feedback to Governors and through PPM Governor meeting		£26,000	PPC KS leaders to oversee English reading coordinator to engage with selection of chosen literature
Focus	Barriers to Learning	Desired outcomes / success criteria	Rationale
Provide access for all PPM children to pupil wellbeing / nurture group interventions	Poor / limited control of behaviour / emotions Low self-esteem and self-worth	PPM children confident talking to designated adults, using an improved and increased emotive vocabulary. Number of reported behavioural incidents from PPM children reduced.	Increasing number of PPM children receiving sanctions for poor choices linked to learning and behaviour (including exclusions).
Chosen strategies and actions			
Access to weekly nurture group / intervention led by TA			

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Targets and outcomes shared with Forest School lead (KS1) so that forest school time can support PPM children take on leading roles around the school: playground buddies; play leaders etc		
How is impact monitored	Known costs	Person(s) responsible
Behavioural logs show reduction in frequency Feedback from children is increasingly positive	Intervention time – £5,500	KS Leaders to coordinate PPC

Focus	Barriers to Learning	Desired outcomes / success criteria	Rationale
To improve parental involvement and engagement with school / learning	Lack of positive “learning” role models at home	<p>Increased engagement with the school, creating stronger partnerships.</p> <p>Parents will have a better understanding of how to support their children at home.</p> <p>Parents will receive all school correspondence and be made aware of key dates.</p>	Not all PPM parents have the skills and knowledge to effectively support learning at home. PPM parent feedback has suggested more support and guidance would be welcomed.
Chosen Strategies and actions			
Set up ½ termly 1:1 meetings with PPM parents, teacher and PPC Ensure communication methods are adapted for PPM parents (paper copies of letters / phone calls rather than emails) Parental workshops to support homework and learning			
How is impact monitored	Known costs	Person(s) responsible	
Attendance at the workshops is high for PPM parents Surveys and feedback from PPM parents	Time for parental engagement sessions	School’s Leadership team Core subject coordinators to support Parental workshops	

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Focus	Barriers to Learning	Desired outcomes / success criteria	Rationale
Enrich the curriculum and secure personal development for individuals	Engagement with children in organised activities Parental difficulties in arranging childcare around arrangements Parental ability to provide voluntary contributions.	Most children attend one club or extra curricular activity of their choice Pupils are able to attend excursions with support from the school	Parents are not able to fund or enable their children to access extra-curricular activities to enrich their learning.
Chosen Strategies and actions			
Provide funding to support pupils being able to access activities			
How is impact monitored	Known costs	Person(s) responsible	
Track percentages of pupils accessing extra curricular activities. Feedback to Governors and through PPM Governor meeting	£1500	PPC Headteacher	
Impact			
£1413 of funding was used to allow for individuals to access extra- curricular activities. These included trips and music tuition which would have otherwise been difficult for individuals to access. This needs to be advertised further to parents as well as a wider range of activities offered.			

Focus	Barriers to Learning	Desired outcomes / success criteria	Rationale
Expand pupils access to high quality books and reading materials closely matched to individual need	Lack of access to high quality reading materials	Pupils are able to access high quality reading materials which are well matched to their eeds	To develop the love for reading as well as reading skills.

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Chosen Strategies and actions		
Provide use of accelerated reader for pupils Provide additional reading materials within the school's book stock.		
How is impact monitored	Known costs	Person(s) responsible
Track children's access to high quality reading materials.	£1500	PPC Headteacher