

Pupil Premium Strategy 2018-2019

Summary Information

School	Overstone Combined School		
Total No. of Children on Role	274	Total Number of Children eligible for Pupil premium Funding	21
Current % of children in school that are PPM	7.6%	National and Local Comparisons <i>(Source: gov.uk – pupil premium allocations 2018 - 2019)</i>	Bucks: 13% National: 23%

Total Pupil premium Budget allocation:	£31,640
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Current Summary:

- Our provision for PPM children is improving and the new tracking system (started October 2018) will monitor progress and impact of support more effectively
- Due to small numbers of PPM children in cohorts, attainment comparisons with National % are harder to compare, yet it is noted that attainment and progress of PPM children in our school needs to improve and the difference diminished between PPM and non PPM children in writing (KS1 & KS2), Reading and Maths (KS2)
- Of our current cohort of PPM children, outcomes are:

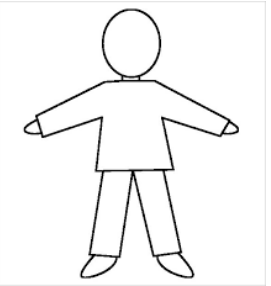
	On track to meet expected standard by end of KS	% met expected standard 2018
EYFS GLD	--	100%
KS1 Reading	100%	100%
KS1 Writing	67%	57%

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KS1 Maths	83%	100%
KS2 Reading	87%	75%
KS2 Writing	60%	71%
KS2 Maths	87%	63%

- Attendance for our PPM children is currently below non PPM

Focus of Funding 2018 – 2019:

	Academic	Engagement / enrichment	Well-being
 <p>Supporting the Whole Child</p>	<p>Use targeted interventions to raise attainment and increase progress made</p> <p>Reduce the gender gap in writing</p> <p>Improve writing outcomes</p>	<p>Enable all PPM children to access at least 1 after school club each term</p> <p>Provide financial support to enable PPM children to access trips and school residential visits</p> <p>Improve attendance for PPM children</p>	<p>To provide access to all PPM children to pupil wellbeing / nurture group interventions</p> <p>Reduce the number of PPM children receiving sanctions linked to behaviour</p>

Points carried forward from 2018/2019:

- Establish a Pupil Premium Coordinator to monitor and track academic, social and emotional progress of the children
- PPC to liaise with SBM to ensure funding is appropriately allocated and redistributed where necessary
- Schools' new data tracking system to be used to measure academic progress more efficiently and effectively – leading to improved outcomes for all children
- Regular promotion of PP information throughout the school – with emphasis on 'collective responsibility to close the gap for disadvantaged children'

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- PPC and SLT to meet stakeholders regularly throughout the year to support, engage, challenge and monitor impact of PP spend
- Format and process for PP review is improved and developed – process to have “live status” for and edit and review by SLT and Governors, via GB feedback
- Engage parents with improving attendance and support in school

Plan of funding allocation for 2018-2019

Focus	Barriers to Learning	Desired outcomes / success criteria	Rationale
To ensure every PPM child makes more than expected progress in an academic year	Disengagement / inability to 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	All PPM children will make more than expected progress, regardless of starting point 6 week data tracking will show PPM children are making more than expected progress	End of KS2 outcomes need to be in line with peers
Chosen Strategies and actions			
Focussed 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			
How is impact monitored	Known costs (at start)	Person(s) responsible	
PPM progress meetings SLT PPM agenda focus Feedback to Governors and through PPM Governor meeting	Book supplies for home Teacher time for intervention	PPC KS leaders to oversee English reading coordinator to engage with selection of chosen literature	

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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 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 (at start)	Person(s) responsible	
Behavioural logs show reduction in frequency Feedback from children is increasingly positive	Intervention time – approx. £3,500	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	Increased engagement with the school, creating stronger partnerships. Parents will have a better understanding of how to support their children at home.	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.

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		Parents will receive all school correspondence and be made aware of key dates.	
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 (at start)	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	

Focus	Barriers to Learning	Desired outcomes / success criteria	Rationale
Improve attendance of PPM children	Parental engagement with the school Low value of the importance of school attendance	% attendance of all PPM children in line (or better) than the school average Fewer gaps in PPM children learning due to absence	
Chosen Strategies and actions			
Coordinate parents meetings regarding attendance Regular communication home Where PPM child has been absent, teacher to ensure work is sent home to “catch up”			
How is impact monitored	Known costs (at start)	Person(s) responsible	
½ termly monitoring of PPM attendance (linked to feedback to parents) Feedback to Governors and through PPM Governor meeting		PPC Headteacher	