

## Overstone Combined School Pupil Premium Strategy Statement

Summary Information			
School	Overstone Combined School		
Academic Year	2016-17	Total PP budget	£34,879.33
Total number of pupils	277	Number of pupils eligible for PP	29

	Pupils eligible for PP % reaching expected standard	National average Pupils not eligible for PP % reaching expected standard
End of EYF Good Level of Development	80%	72%
Phonics end of Year 1	100%	83%
Phonics End of Year 2	100%	93%
Reading End of KS1	100%	78%
Writing End of KS1	50%	70%
Maths End of KS1	100%	77%
Reading End of KS2	100%	72%
Writing End of KS2	100%	79%
Maths End of KS2	100%	76%
GPS End of KS2	100%	78%
Combined Reading, Writing and Maths	100%	60%

### Barriers to future attainment for pupils eligible for Pupil Premium

At Overstone School we know that at times the children in our school face these barriers:

In – school barriers, Poor home learning environment, Speech and Language difficulties, External barriers and Poor attendance.

As a school we are aware of these issues and work to support those individual children and families involved. Overall attendance at Overstone School is good, however there are barriers for some individuals linked to poor attendance. If families have a lack of engagement with the school we endeavour to support them with the help of family resilience services.

Outcomes	Success Criteria
Improve number of PP children achieving a GLD at end of EYFS	100% of PP children at the end of EYFS achieve age related expectations across prime areas – therefore all PP children achieve a GLD
Improve outcomes for reading at KS1 & KS2	85% at end of KS2 achieve age related expectations across all subjects
Improve attendance for PP children	PP children attendance matches non PP children

Planned Expenditure					
Quality of teaching for all					
Desired outcome	Chosen Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
85% of KS2 PP children to achieve age related expectations in Reading	Daily reading intervention with CT, TA or PP Champion	Proven improvements in reading age in KS2 from evidence of tracking last year	Track reading data termly Targeted reading support for children not progressing Celebrate success and promote reading in celebration e.g. Reading Breakfast, World Book Day, Roald Dahl Day and displays. Staff training for phonics	Louise Sim Max Williams Mat McArthur	Termly
Quality feedback supports children to make good progress in all subjects	Teachers to give immediate feedback Teachers to ensure PP children response to marking is undertaken daily Teachers to address misconceptions	Evidence base of research suggests quality feedback enables children to make good progress (John Hattie)	Regular work scrutinies by SLT Regular lesson observations and learning walks by SLT Termly data analysis	Naima France Mat McArthur Louise Sim Max Williams	Termly

	immediately Training for new staff				
Improve the % of children working at greater depth by improving children's quality of discussion and self questioning	Introduce P4C – training by Will Ord £800 Appoint a P4C advocate network and support = 8 half days £800 Purchase resources to support teachers in its implementation £500 Teachers to target PP children during sessions	Evidence base of research suggests that good classroom discussion and self questioning has a positive impact on outcomes(John Hattie)	Staff training and review of its effectiveness Lesson observations P4C book reviews	SLT and P4C champion	Termly
<b>Total budget cost for quality teaching for all</b>					<b>£6,496.66</b>
<b>Targeted Support</b>					
Improve % of KS1 children working at age related expectations to 85% in Reading	Daily intervention work with regard to phonics and reading for children who did not achieve a GLD	Identified children are below age related expectations . Previous interventions have been effective in raising standards	Tracking children's reading levels	Louise Sim Max Williams	Termly
Improve % of EYFS children working at GLD to 100% in Writing	Intervention work with PP children – specific areas of learning identified to work upon.	Identified children are below age related expectations . Previous use of PP champion has been effective in raising standards	Moderating work against non PP children	Naima France Louise Sim	Termly
Improve speech and language for two identified children	PP champion to spend directed time on phonic sounds and decoding and	Providing support to allow them to catch up to their peers.	Monitoring intervention Reviewing impact through PP support	Louise Sim	Termly

	fluency in high frequency reading.		plan		
<b>Total budget cost for targeted support</b>					<b>£ 18,618.00</b>
<b>Other Approaches</b>					
Children's emotional wellbeing is good and attendance improved to match non PP children	Individualised targeted support for identified children with opportunities to discuss concerns and seek solutions Notify all parents of attendance procedures Invite parents in for meetings if attendance drops below 95% for PP children	PP Attendance is not as high as non PP children	Monitoring of attendance data monthly	NF	Monthly
All children to participate in enrichment activities	Financially support individual children to access enriched curriculum activities by ensuring PP parents are aware of financial support.	To ensure equality of opportunity for all children	Monitoring club uptake and targeting any PP child or vulnerable child that is not in a club	All subject leaders	Termly
<b>Total budget cost for other approaches</b>					<b>£5650</b>
<b>Total budget cost</b>					<b>£30,764.66</b>

Review of Expenditure				
Previous Academic year	2015-2016			
Quality of teaching for all				
Desired Outcome	Chosen Action	Impact	Lessons learned	Cost
Improve % reaching age related expectations in reading	Targeted intervention for PP children – reading every day. This was due to the fact that many children were not reading at home, or completing homework and their inability to read at ARE was impacting on the work that they intended to access.	In the first term the children made significant improvements in their reading ability. By the end of the Summer term across the school 72% of PP children were working at the age related expectations in Reading	The initiative significantly improved the reading ability of children across the school. This initiative will be continued with targeted support for PP children.	£2,300.31
Targeted Support				
Improve outcomes for all pupil premium children through targeted support linked to individual needs	TA with responsibility for PP children Sept 15 – July 16	Over 2015-16 of the 21 children eligible for Pupil Premium all made at least expected progress.	Teachers reported that this benefited children, however the lack of very specific targets due to the introduction of the new curriculum and raised expectations meant it was more difficult to track. In 2016-7 much more specific targets have been set for cohorts which will make tracking of the effectiveness of this intervention much more effective.	£14,308.95
Other Approaches				
All children to	Enriched curriculum	Funding has been used to fund places on	This approach ensures equality of	£4193

participate in enrichment activities		extra curricular clubs, fund residential places and educational visits. This has ensured that all children are fully included and has helped to develop social and emotional skills.	access for all children.	
<b>Total expenditure</b>				<b>£20,802.26</b>