

Overdale Junior School Pupil Premium Strategy and Review 2017 - 2018

1. Summary information					
School	Overdale Junior School				
Academic Year	2017/18	Total PP budget	£111,900	Date of most recent PP Review	Nov 2017
Total number of pupils	425	Number of pupils eligible for PP	71 + LAC	Date for next internal review of this strategy	Nov 2018

2. Current attainment		
2016/17 Year 6 KS2 outcomes	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing & maths	80%	67%
Progress Score in reading	-1.48	+0.33
Progress Score in Writing	1.25	+0.17
Progress Score in Maths	-0.28	+0.28

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Engagement of pupils in reading in and homework
B.	Low level of phonics knowledge on entry to Year 3
C.	37% of PP pupils have English as an additional language (poor identification early on means % may increase)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Engagement of parents in their children's learning

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	By the end of Y4 all children stage 1,2,3 RWI vocabulary (see FA progress)	
B.	70% children (currently 60%) achieving expected standard in reading by Y6.	
C.		
D.		

Pupil Premium Strategy Action Plan 2017/18

Approach	Outcomes and success criteria	Owner	Milestones	Completed	Review Date	Cost per pupil	Total Cost
1:1 / small groups tuition targeting reading comprehension skills	Improved engagement and development of precision in verbal / written response to comprehension questions (+3%)	SENCO	Identify and work with peer tutors. Delivering training to tutors	10/2017	7/2018	£250 / 10 weeks	£17780
Focused homework support. Guided children through Assertive Mentoring Homework. 1:1 reading included.	NFER reading assessments tracking reading ages	Ass. H/T	Start Homework Club NFER start NFER End	11/2017 11/2017 7/2018	7/2018	£300	£21,000
'First News' Subscriptions to engage reluctant readers	Improved engagement and more children are reading and responding to a variety of text types independently.	Ass. H/T	Set up First News area outside the hall	11/2017	7/2018	£5	£350 per year
TA support delivering: a) RWI early maths skills. b) Breakfast club c) Big moves	Improved basic skills at Y3 working from on entry assessment e.g. Durham Pips. RWI, Assertive Mentoring.	SENCO DH	All children assessed. Intervention delivered.	Ongoing 12 week blocks	7/2018	£171	£12,342
TA support within the classroom and delivering carefully targeted intervention	Improved early skills. Basic skills and well-being, personal development.	SENCO DH	Pupil progress meetings Data reviews Identification of PP/EAL children Support allocated and programmes delivered.	9/17	Three points: 10/17 3/18 6/18	£574	£41,342
Staff trained in P4C	Every class has a timetabled session	HT	Training delivered and implemented	9/17	6/18	£33	£2400

	developing thinking and learning skills						
Full access to the broader whole school curriculum including extra curricular activities and trips	All PP children accessing clubs in or out of school. Increased PP attendance.	Bursar HT	Questionnaires Audits Provision map produced Children accessing at least one club.	10/17	7/18	£78	£8000`
Financial support towards Kingswood residential	All PP attend the residential developing team work skills, S&L and self-esteem.	Bursar HT	All attend the residential	9/17	7/18	£42	£3000
Coaching of class teachers to develop QFT from maths specialists	Improved engagement. Continued success in KS2 outcomes.	HT Maths specialist	Coaching of class teachers Support implemented	10/17	7/2018	£14	£980
Reading club	Attendance as targeted children attend	SENCO	Greater on task focus	Ongoing	7/2018		

Pupil Premium Strategy 2017-18 Review:

2018 SATs results:

% pupils met Expected Standard	RWM combined
OJS All pupils	83%
Disadvantaged pupils	87%
National comparator	70%

At OJS, we have very high expectations for all of our pupils and we regularly track progress and attainment. We ensure that all pupils are tracked methodically and assessed in accordance to their relevant age group. We are consistently above national average in RWM combined and this is also the case for our pupil premium pupils. We are constantly comparing our PP pupils against the national comparator in order to be diminishing the gap particularly in progress.

Throughout the year, All PP pupils were invited to attend Homework Club. The idea of homework club is that pupils come prepared with tasks to complete in association with class teachers and parents. Pupils are given 75 mins where they can use school resources and receive some support in their homework tasks. For those pupils that attended throughout the year, they clearly benefitted by being able to complete the homework tasks set by the teachers in order to move their learning on. As the year went on, fewer pupils attended. On average, 10 pupils attended each evening (20 a week). There were 71 PP pupils invited but 24 attended each week regularly.

First Newspapers have been available for all the pupils to access. They are located outside of the hall and available for children to use and return. As part of homework club, pupil premium pupils are given the opportunity to read them and discuss the news stories within them with the group and adults. All pupils have the opportunity to read the papers and can be as part of free reading time or whole class shared reading. This low cost reading material has encouraged pupils to read different genres and reflect upon the news.

Whole school staff training on P4C encourages every member of the class to engage in deep thinking and curiosity across in a safe and thought provoking environment. This encourages pupil premium children to participate in groups and have their say and give their opinions. Developing deeper thinking skills supports pupils in their academic progress and encourages pupils to critically think about what other people are saying. It allows all pupils to have an opportunity to contribute as there are no wrong or right answers but develops their ability to argue a point and support it with answers in a non-threatening way. These are life skills that all pupils need to develop as they grow up and deal with challenging questions and people with different opinions correctly.

There is a wide array of clubs on offer at OJS within sport, the arts and academic. PP children have been encouraged and taken up the opportunities to join sports clubs and the PP fund has benefitted many pupils. It has also enabled pupils to attend trips in order to make it affordable for all pupils, the fund has paid for many pupils to attend rather than spreading the cost across on paying pupils.

A number of pupils received financial support in order to be able to attend the residential in Y6. This was either a partial payment or in very few cases full payment. The opportunity for pupils to go away with their peers, to access the full activity programme and to engage in the fun at the beach ensures that all the pupils are fully integrated into year 6 and feel a part of the year group. Without the financial support from the PP funds, these pupils would not be able to attend and wouldn't be able to develop these life time memories and have the experiences of living away from home for this short period. This kind of experiential activities are essential to the life of a young person.

Developing QFT within classroom is to benefit all pupils. Improving the engagement and outcomes for pupils is a priority which has been developed through the coaching of teachers within maths. The maths specialist provides various questioning and modelling techniques which explains and draws out maths knowledge and application. It provides teachers with another way of explaining or modelling mathematical concepts and at OJS we have worked extremely hard to incorporate deeper thinking, problem solving, practical maths equipment such as numicon and bar modelling to present maths in a variety of ways. The essential elements of weekly skills and half term assessments are frequently gap analysed in order to be able to rapidly meet the needs of pupils and to move learning on.