

Pupil Premium Strategy 2018-2019 - Reviewed

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:	£33,840
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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:

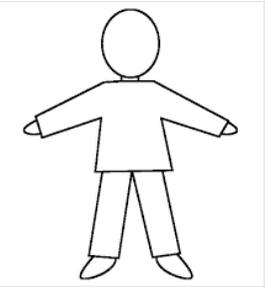
	On track to meet expected standard by end of KS	% met expected standard 2018
EYFS GLD	--	100%
KS1 Reading	100%	100%
KS1 Writing	67%	57%

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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
 Supporting the Whole Child	<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

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 Pupil Premium Co-ordinator monitoring			
How is impact monitored	Known costs	Person(s) responsible	
PPM progress meetings SLT PPM agenda focus Feedback to Governors and through PPM	Book supplies for home Teacher time for intervention £28,103	PPC KS leaders to oversee English reading coordinator to engage	

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Governor meeting		with selection of chosen literature

Impact

Percentage of pupils in receipt of Pupil Premium Funding at or above expectation

Class	Reading	writing	Maths
1	33%	33%	33%
2	100%	75%	100%
3	43%	57%	43%
4	100%	100%	100%
5	67%	33%	67%
6	0	0	0

Targeted intervention have ensured that many pupils have achieved expected levels. In some classes this number is lowered and this needs to be considered in regard to the next year's support.

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	Person(s) responsible
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Behavioural logs show reduction in frequency	Intervention time – £3,500	KS Leaders to coordinate PPC
Feedback from children is increasingly positive		
Impact		
Individual children have benefited from nurture group and this has improved their wellbeing. This needs to be expanded to include others with a high level of need. Most children are confident in talking to adults, particularly those with whom they work closely.		

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	Time for parental engagement sessions	School’s Leadership team Core subject coordinators to support	

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Surveys and feedback from PPM parents		Parental workshops
Impact		
Surveys from parents attending the parental engagement sessions showed that they were useful and increased parental understanding of key topics. Not all targeted parents attended so more needs to be done to ensure that targeted parents are engaged.		

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	£1413	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.			