

# Overbury Pupil Premium Strategy 2017/2018

## Summary information

<b>School</b>	Overbury First School				
<b>Academic Year</b>	2017/2018	<b>Total Pupil Premium budget</b>	£15,420	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	72	<b>Number of pupils eligible for PP</b>	11	<b>Date for next internal review of this strategy</b>	June 2018

<b>Attainment 2017</b>	<b>Pupils eligible for PP (school)</b>		<b>Pupils eligible for PP (national comparator)</b>	
<b>EYFS</b>				
% of pupils achieving GLD	<b>All pupils</b>	75%	<b>All pupils</b>	
	<b>FSM</b>	0%	<b>FSM</b>	
	<b>Non FSM</b>	90%	<b>Non FSM</b>	
<b>Phonics Check</b>				
% of pupils meeting the required standard in Year 1	<b>All pupils</b>	80% (8/10)	<b>All pupils</b>	81%
	<b>Disadvantaged</b>	N/A	<b>Disadvantaged</b>	84%
	<b>Non-Disadvantaged</b>	80%	<b>Non-Disadvantaged</b>	84%
% of pupils meeting the required standard in Year 2	<b>All pupils</b>	67% (2/3)	<b>All pupils</b>	
	<b>Disadvantaged</b>	N/A	<b>Disadvantaged</b>	
	<b>Non-Disadvantaged</b>	67%	<b>Non-Disadvantaged</b>	
<b>Key Stage One</b>				
% achieving at least expected standard in reading	<b>All pupils</b>	77% (10/13)	<b>All pupils</b>	76%
	<b>Disadvantaged</b>	75% (3/4)	<b>Disadvantaged</b>	79%
	<b>Non-Disadvantaged</b>	78% (7/9)	<b>Non-Disadvantaged</b>	79%
% achieving at least expected standard in writing	<b>All pupils</b>	69%(9/13)	<b>All pupils</b>	68%
	<b>Disadvantaged</b>	50% (2/4)	<b>Disadvantaged</b>	72%
	<b>Non-Disadvantaged</b>	78% (7/9)	<b>Non-Disadvantaged</b>	72%

% achieving at least expected standard in maths	<b>All pupils</b>	77%	<b>All pupils</b>	75%
	<b>Disadvantaged</b>	50% (2/4)	<b>Disadvantaged</b>	79%
	<b>Non-Disadvantaged</b>	89% (8/9)	<b>Non-Disadvantaged</b>	79%
Kev Stage Two (Years 3, 4 and 5)				
% achieving at least expected standard in writing	<b>All pupils</b>	66%	<b>All pupils</b>	
	<b>Disadvantaged</b>	60% (3/5)	<b>Disadvantaged</b>	
	<b>Non-Disadvantaged</b>	68%	<b>Non-Disadvantaged</b>	
% achieving at least expected standard in reading	<b>All pupils</b>	76%	<b>All pupils</b>	
	<b>Disadvantaged</b>	80% (4/5)	<b>Disadvantaged</b>	
	<b>Non-Disadvantaged</b>	71%	<b>Non-Disadvantaged</b>	
% achieving at least expected standard in maths	<b>All pupils</b>	61%	<b>All pupils</b>	
	<b>Disadvantaged</b>	80% (4/5)	<b>Disadvantaged</b>	
	<b>Non-Disadvantaged</b>	57%	<b>Non-Disadvantaged</b>	
<b>Attendance 2017</b>	<b>School</b>		<b>National Average</b>	
% of sessions missed due to Overall Absence School	<b>All pupils</b>	4.73%	<b>All pupils</b>	3.9
	<b>FSM</b>	6.11%	<b>FSM</b>	5.2
	<b>Non FSM</b>	5.55%	<b>Non FSM</b>	3.4
<b>Persistent absentees - absent for 10% or more sessions</b>	<b>All pupils</b>	11%	<b>All pupils</b>	8.8
	<b>FSM</b>	0%	<b>FSM</b>	15.1
	<b>Non FSM</b>	11%	<b>Non FSM</b>	6.2

1. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
A.	Children with SEND and early identification, including appropriate interventions
B.	Children do not always make at least expected progress from their starting points
C.	Social and emotional factors
D.	Children have a fixed mindset
<b>External barriers</b>	
E.	Parental engagement - not reading at home with children, not completing homework, poor attendance
F.	Home environment does not enable children to develop social skills and a sense of well-being, low self esteem
G.	Exercise is not encouraged at home, can't afford clubs, unable to get children to clubs or access social activities
2. Desired outcomes 2017	Success criteria
A.	Early identification of pupils with SEND
B.	At least good progress of pupil premium children in the EYFS, Year 1 and Year 3.
	Children have access to the right help when they need it. WCC's 'Graduated Pathway of Early Help and Support' is fully implemented. SENCO/ PP co-ordinator works closely with class teachers to address the needs of PP children and ensure appropriate support is in place. PP provision is linked to 'APAR provision.
	Children in KS1 and KS2 make at least good progress over the year across R,W and M.

		Children make good progress in the EYFS from their starting point.
<b>C.</b>	Social and emotional support and growth mind sets are used to motivate learners.	Less behaviour incidents logged. Underlying causes of poor attention and behaviour issues are addressed and explored through THRIVE interventions and a Social and Emotional Group.
<b>D.</b>	Children are developing a growth mindset and are readily challenging themselves in their learning	The school to develop the SOLO taxonomy and target boards where children assess and discuss how they feel about their learning.
<b>E.</b>	Increased Parental engagement including support with attendance	Parents feel they are part of their child's learning journey and are invited into their child's learning environment regularly on the first Monday of every month, school trips, Forest school, visits to the local community, school Church services and parent workshops. Parents feel more confident and equipped to support their child's learning at home especially in mathematics. Parents understand homework requirements and read regularly at home with children.

<b>F.</b>	Improved social skills, teamwork skills, confidence and self-esteem through enrichment activities.	Positive feedback from clubs attended, positive outcomes from Social and Emotional Groups, children embracing a growth mind set to their learning. Children with low self-esteem supported by THRIVE interventions as appropriate.
<b>G.</b>	Children develop new sports skills and improved fitness, which improves their performance in class.	Positive feedback from sports coaches and sporting events. Children understand the importance of exercise and a healthy lifestyle. Children willing to try different sports that are offered.

**Planned expenditure**

**Academic year**

**2017-2018**

The three headings below enable schools to demonstrate how the school is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Monitoring <i>Who? When? How?</i></b>	<b>Expenditure</b>	<b>Evaluation of Impact</b>
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<p>B. At least good progress of pupil premium children in the EYFS, Year 1 and Year 3.</p>	<p>High quality feedback embedded into lesson feedback.</p> <p>Use of maths no problem scheme (endorsed by the DFE) and extension of challenge where required.</p> <p>Additional TA support for targeted children in specific subjects</p>	<p>Different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment and can add up to 8 months impact.</p> <p>Pupils progress when they can justify a reason for and explain their answer, not just produce a right answer. Pupils need to understand the next step in their learning. EEF research shows that a mastery approach to the teaching of Maths is a promising strategy for narrowing the gap. Pupils need to understand the process of learning from a new piece of information through to mastering a new skill.</p> <p>EEF research says there is evidence that working with TAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher moral and reduced stress. Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.</p>	<p>ER, CD using lesson observations, learning walks, book looks</p> <p>ER, CD using lesson observations, drop ins, staff meetings sharing sessions, book looks, SDP learning enquiry</p> <p>Lesson observations</p> <p>Review of lesson progress when working with TA</p> <p>Book looks</p>	<p>£7,900</p> <p>£600</p>	
<p>D. Children are developing a growth mindset and are readily challenging themselves in their learning</p>	<p>Use of SOLO taxonomy for lesson planning and depth of children's thinking- training for school staff</p> <p>Use of target boards and to embrace challenge</p> <p>Growth mindset embedded across the school to encourage</p>	<p>SOLO is <b>research/evidence based</b> on structure of student learning outcomes (versus Bloom's developed from proposal by a committee of educators)</p> <p>To become successful learners and confident individuals, pupils require a repertoire of strategies to draw on across all areas of learning (EEF research). PP children are more likely to feel a fear of failure when they approach a new task or new skill.</p>	<p>Staff meetings</p> <p>Review of planning</p> <p>Book looks</p> <p>Classroom observation</p> <p>Discussion with children</p> <p>Assemblies and feedback</p>		

<p>C.Social and emotional support and growth mind sets are used to motivate learners so that they reach their full potential</p>	<p>Growth mindset embedded across the school to encourage children to embrace challenge.</p> <p>Whole school approach to a growth mind set to equip pupils to deal well with failure. 'The Power of Yet'/ celebrate a great mistake to be embedded into learning and teaching across the school to encourage pupils to have and go and become more resilient.</p> <p>Training for staff on growth mind sets/ SOLO taxonomy.</p> <p>Pupils given opportunity for sharing ideas and for peer feedback and evaluation to explain their answers</p> <p>Use of target boards so children can reflect on their learning and how it has made them feel.</p>	<p>To become successful learners and confident individuals, pupils require a repertoire of strategies to draw on across all areas of learning (EEF research).</p> <p>PP children are more likely to feel a fear of failure when they approach a new task or new skill.</p> <p>(EEF) Social and Emotional groups to improve self-esteem and confidence in PP children.</p>	<p>Lesson observations</p> <p>Learning environment reviews</p> <p>Pupil conferencing</p> <p>Planning reviews</p>	<p>£350</p>	
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ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring <i>Who? When? How?</i>	Expenditure	Evaluation of Impact
A. Early identification of pupils with SEND to ensure that all children meet their full potential	<p>Additional needs/SEND early identification and appropriate support from SENCO</p> <p>Provision of intervention groups to help with spelling and phonics.</p> <p>Provision of precision teaching for identified children</p>	<p>Early identification and early help improves progress and attainment</p> <p>Graduated Pathway of Early Help and Support implemented for children with SEND</p>	<p>SENCO ongoing</p> <p>Pupil progress reviews</p> <p>Lesson observations</p> <p>Intervention observations</p> <p>Book reviews</p>	£1700	
F. Improved social skills, teamwork skills, confidence and self-esteem through enrichment activities	<p>Trained TA to provide different S&amp;E interventions depending on children's needs, using Time2talk, Transporters and lego therapy.</p>	<p>EEF research shows that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>Development of team work/ turn taking etc through lego therapy.</p> <p>Provision of THRIVE programme for targeted children</p>	<p>Intervention observations/ session outcomes</p> <p>Assessments</p> <p>Pupil conferencing</p>	<p>£600</p> <p>£600</p>	

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Monitoring <i>Who? When? How?</i></b>	<b>Expenditure</b>	<b>Evaluation of Impact</b>
E.Increased Parental engagement including support with attendance	<p>Delivery of parental workshops</p> <p>Meeting and modelling about Bug club and the benefits from it.</p> <p>Monthly class drop in opportunities for all parents</p> <p>Inclusion of parents in school events including trips, services, celebration assemblies, in class support.</p>	Parents do not always know the best techniques to use with children at home when helping them to learn to read/ write and do mathematical operations. Parents can develop their own knowledge of how to support their child at home as teachers model strategies and activities for learning.	<p>Feedback from parents attending workshop.</p> <p>Monitoring of books completed on bug club and review of comprehension answers.</p> <p>Obtain feedback from parents about drop in sessions. Monitor no. of parents attending.</p>	£600	

<p>G.Children develop new sports skills and improved fitness, improving health and concentration in lessons</p>	<p>Provision of external sports clubs, ensuring a variety of sports is offered, and use of hall is subsidised to provider</p> <p>Inclusion of PP children in the football team</p> <p>Use KITS academy to provide a range of sports clubs</p>	<p>Children have taken part in different sports activities in previous years and this has had a positive impact on self esteem, sporting skills and teamwork skills.</p> <p>Children’s physical health and well being impacts on their learning in class.</p>	<p>Monitoring of who signs up for what clubs and encouraging Pupil premium children to attend.</p> <p>Get feedback from children about clubs.</p>	<p>Club cost – Approx £3.50 per session per child</p>	
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