

Overbury C of E First School
Pupil Premium Provision Impact 2016-17

PP budget for 2016-17: £11,880

Provision	Person responsible	Cost £	Impact		Evaluation
<p>Targeted interventions led by Teacher/ TA</p> <p>Interventions include: Nessy – Phonic intervention Hairy phonics – Phonic intervention Reading support Hairy words – Spellings Cogmed Resilience Alderman Knight Maths catch up</p>	PP, SP, HG	£6,050	YR	<p>Data: 2 pupil premium children – although neither child achieved a GLD, both children made expected progress, from their baseline, across R, W, M, with 1 child meeting the expected standard at the end of Reception in reading and writing.</p> <p>Non national FSM data achieved 79%, 73% and 80% in reading, writing and maths respectively compared to Overbury FSM who achieved 50%, 50%, and 0% in reading, writing and maths respectively. The figures are distorted by the fact that there are only 2 children in the cohort at Overbury so each child is worth 50%.</p>	<ul style="list-style-type: none"> • Maths to be a focus for Reception pupil premium children. • Interventions were provided in the classroom in Reception, as opposed to going out to do specific groups.
			Y1	<p>Data:</p> <p>No pupil premium children</p>	N.A
			Y2	<p>4 Pupil Premium children in Year 2. Data: PP Children meeting ARE compared to National other: Reading 75%, Nat other 79% Writing 50%, Nat 72% Maths 50%, Nat other 79%</p>	<p>Focused in lesson support is now being provided in maths and writing to those children that did not make the expected standard, as well as focused intervention for phonics and spelling</p>

			<p>Children making expected progress from YR Reading 75% Writing 50% Maths 50% Please note that 1 child at Overbury is worth 25%.</p>	<p>where required. Reading interventions, including Better Reading, 1:1 reading, Nessy, Hairy words will continue next year as 81% met the expected standard, with 90% making expected progress.</p>
			<p>Y3 2 Pupil Premium children – both have made at least expected progress over the year with both children achieving the end of year expected standard in reading and maths, and 1 child achieving the expected standard in writing.</p>	<p>Immediate maths intervention twice a week to be provided from Autumn term 2 to ensure children are meeting the success criteria in the lessons so gaps are developing or getting bigger. This ensures maths children are doing is relevant and works on mastery.</p>
			<p>Y4 2 Pupil Premium children – both have made at least the expected standard and both have made at least the end of year expected standard.</p>	<p>Alderman Knights will not continue as it takes children away from maths and writing in the mornings, preventing gaps being closed.</p>
			<p>Y5 1 Pupil premium child – they have made expected progress over the year, although are not at the end of year expected standard.</p>	
<p>Targeted THRIVE support</p> <p>Barrier to learning: Social and emotional difficulties that impact on learning</p>	<p>PP, LS</p>	<p>2,800</p>	<p>One child with social and emotional difficulties has received this targeted intervention.</p> <p>Although there are still significant social and emotional barriers that need to be broken down, this support has enabled the child to meet end of year expectations and exceed in reading.</p>	<p>This is an expensive intervention for 1 child. This year we have trained our own in house THRIVE practitioner that will be used throughout the cluster schools at a much smaller cost.</p>

<p>New skills sessions</p> <p>To raise aspirations, motivation and fitness</p>	<p>Various</p>	<p>£750</p>	<p>All pupil premium children have had the opportunity to take part in new skills including football, netball, multi skills, origami, art, science, gymnastics and archery.</p> <p>A number of children have chosen to undertake gymnastics outside of school as a result of the provision of the after school club.</p>	<p>This has been successful with 82% of children taking up the offer of clubs and learning new skills.</p> <p>This will be continued next year with further clubs introduced including trampolining and yoga.</p>
<p>Targeted dyslexia support provided by specialist teacher:</p> <p>Barriers to learning: identifying separate sounds in words, learning how letters represent sounds in words, difficulties in reading, spelling and writing which impacts on all learning in the curriculum</p>	<p>JL, PP</p>	<p>£960</p>	<p>Two children have benefitted from this support this year.</p> <p>One child has made excellent progress against his 1:1 session targets. They have made better than expected progress in reading and expected progress in writing and mathematics. The child is working at the expected standard in reading and mathematics.</p> <p>Another child made good progress against his 1:1 session targets and made expected progress in reading, writing and mathematics, although is working below the expected standard in all subjects.</p>	<p>This intervention will be continued for targeted individual children.</p> <p>More links need to be made between the work in the intervention and the work undertaken in class, so the class teacher/ TA are able to embed what is being taught in individual sessions.</p> <p>Additional work will be done with teachers and TAs through staff meetings on how to ensure the classroom environment is dyslexia friendly in as many ways as possible.</p>