



### [A Guide to Pupil Premium](#)

*If your child is eligible for free school meals, their schools may also be entitled to receive a sum of money to boost their learning. This guide explains the overview of the Pupil Premium for Overdale Junior School and its children.*

### [What is the Pupil Premium?](#)

*Introduced in 2011, the **Pupil Premium** is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children.*

*This is based on research showing that children from low income families perform less well at school than their peers. Research showed that often, children who are entitled to Pupil Premium face challenges such as poor language and communication skills, less family support, lack of confidence and issues with attendance and punctuality compared to non-Pupil Premium children. The Pupil Premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates and their peers nationally.*

### [Is your child eligible?](#)

Schools are given a Pupil Premium for:

- Children who have qualified for free school meals at any point in the past six years (known as the Ever 6 Free School Meals) The school receives **£1345** for each of these children.
- Children who have been looked after under local authority care (currently LAC or previously looked after known as Ever LAC) for more than one day. The school is awarded a premium of **£2345**.
- Children who qualified for the service children funding are awarded **£310**.

### [How is it spent at Overdale Junior School?](#)

**Schools can choose how to spend their Pupil Premium money**, as they are best placed to identify what would be of most benefit to the children who are eligible. Using the EEF Guide to the Pupil Premium, schools apply the 3 tiered approach described and apply impact to these 3 areas: i. Teaching, ii. Targeted academic support, iii. Wider strategies.

Common ways in which schools spend their Pupil Premium fund include:

- Professional development
- Recruitment and retention
- Support for early career teachers
- Structured interventions
- Extra one-to-one supports or small-group tuition within and outside of the classroom.
- Behaviour approaches
- Breakfast clubs



## Overdale Junior School – Pupil Premium Strategy 2020/21

- Increasing attendance strategies

At Overdale Junior School, we have chosen to spend our Pupil Premium money to support the following areas which we have identified as being barriers to success for our Pupil Premium children:

### Teaching

- Engagement of pupils in reading. Diversify the range of texts offered through careful text mapping linked to the curriculum map, develop staff subject knowledge and CPD and homework club running if/when school is open fully and with no further periods of partial closure or National Lockdown.
- Low level of phonics knowledge on entry to Year 3. Pupils continue to arrive at Overdale Junior School with communication skills including word and picture recognition below that of the national average baseline.
- The percentage of pupils reaching expected standards at KS1 is low

### Targeted Academic Support

- Continue to narrow the academic gap for the most vulnerable and disadvantaged pupils at Overdale Junior School through 1:1 tuition, small group intervention and coaching.

### Wider Strategies

- Increase and extend meaningful learning opportunities for disadvantaged pupils beyond the school day
- Increase opportunities for cultural capital as the most disadvantaged children do not always have a variety of experiences beyond their immediate home environment and future aspirations are limited as a result of this

### External Barriers

- Identified barriers to learning relating to wellbeing as a direct impact of COVID19 thus having detrimental effects on specific pupil's academic progress
- Engagement of parents in their children's learning incl. the threat of further periods of partial closure and/or National Lockdown.

**All schools have to show that they are using their Pupil Premium fund appropriately.** This is measured through Ofsted inspections and annual performance tables showing the progress made by children who are eligible for Pupil Premium. **In the Overdale Junior School Pupil Premium Plan 2020/21** (shown below), we show how much money we have been allocated, how we intend to spend it, and will monitor how it is making a difference to the attainment of disadvantaged pupils.

**If your child qualifies for free school meals, it's important that you tell us – even if they take a packed lunch – as this enables them to claim Pupil Premium.**



# Overdale Junior School – Pupil Premium Strategy 2020/21

Summary information					
School	Overdale Junior School				
Academic Year	2020- 2021	Total PP budget received 2020/21:	£68,595 for Pupil Premium	Date of most recent PP Review	
		Total Planned PP spend 2020/21:	£4,690 for LAC £32,830 for PLAC  Total: £ 106,115.00		
Total number of pupils	67	Number of pupils eligible for PP =  67/448 = 15%	Year 3: 11/119 – 9% Year 4: 13/120 – 11% Year 5: 30/120 – 25% Year 6: 13/89 – 15%	Date for next internal review of this strategy	

Current Attainment	Pupils eligible for PP (Overdale Junior School)	Pupils not eligible for PP (National Average)
2018/19 Year 6 KS2 Outcomes		
% Achieving EXS Standard in R,W,M	35%	67%
Progress score in reading	-0.77	0.96
Progress score in Writing	-3.95	-1.11
Progress score in Maths	-0.21	1.79

NB: There are no expectations for schools to produce teacher assessment data in 2020 due to the cancellation of the 2020 assessments. Organisations that use the data, such as Ofsted and local authorities, should use data from previous years and should not request data relating to 2020

Ref: <https://www.gov.uk/government/publications/key-stage-2-submitting-teacher-assessment-data>



## Overdale Junior School – Pupil Premium Strategy 2020/21

### How the strategy helps raise outcomes for pupils:

At Overdale Junior School we have high expectations for all our pupils. We carefully monitor the attainment and progress of our key groups and ensure that all staff are aware of their needs. We ensure that all of our pupils access the curriculum in its entirety and extracurricular activities of their choosing. All pupils receive a broad and balanced curriculum with enrichment lessons. With the support of our parents/carers we consider a holistic approach to education to ensure that children leave Overdale as well balanced, responsible citizens as well achieving academically. Mostly, this is achieved through Quality First Teaching and the interventions offered as part of the SEND provision.

The outcomes for pupils, especially our vulnerable groups are tracked throughout the school year and at data drop points. Teachers assess the attainment of pupils 3 times a year and we carry out Pupil Progress meetings with Teachers and SLT 4 times a year. Progress and attainment in reading, writing and maths is discussed in detail with the use of data and professional judgements. We gap analyse to aid our planning, thus enabling us to raise attainment of all of our pupils.

We strive to close the gap between eligible and non-eligible Pupil Premium pupils through raising achievement for all but with the aim of accelerating the progress of our PP pupils. We use comparative data to check on this progress, but we understand the context within the data and consider the individual behind every number. At this school, Pupil Premium is a complex picture as over 50% of the pupils in Y6 2019 had SEND and it is vital to understand the whole PP picture of attainment and progress.

2019 comparative SATs results (All pupils/all PP pupils/PP pupils with SEND/PP pupils without SEND)

Attainment	All pupils (103)		All PP (20)		PP + SEN (11)		PP NOT SEN (9)	
RWM	61%		35%		9%		67%	
R	70%	104.2	45%	99.4	27%	95.7	67%	103.9
W	79%		50%		27%		78%	
M	84%	105	50%	100.7	18%	96.5	89%	105.9
Progress								
R	0.62		-0.77		-0.51		-1.09	
W	-1.66		-3.95		-3.93		-3.97	
M	1.4		-0.21		-0.91		0.64	



Overdale Junior School Pupil Premium Plan 2020/21

<b>Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)		
<b>A.</b>	Teaching: Engagement of pupils in reading. Diversify the range of text offered through careful text mapping linked to the curriculum map, develop staff subject knowledge and CPD. and homework club running if/when school is open fully and with no further periods of partial closure or National Lockdown.	£45,000.00
<b>B.</b>	Teaching: Low level of phonics knowledge on entry to Year 3. Pupils continue to arrive at Overdale Junior School with communication skills including word and picture recognition below that of the national average baseline.	
<b>C.</b>	Teaching: The percentage of pupils reaching expected standards at KS1 is low	
<b>D.</b>	Targeted Academic Support: Continue to narrow the academic gap for the most vulnerable and disadvantaged pupils at Overdale Junior School through 1:1 tuition, small group intervention and coaching.	£38,000.00
<b>E.</b>	Wider Strategies: Increase and extend meaningful learning opportunities for disadvantaged pupils beyond the school day	£13,000.00
<b>F.</b>	Wider Strategies: Increase opportunities for cultural capital as the most disadvantaged children do not always have a variety of experiences beyond their immediate home environment and future aspirations are limited as a result of this	
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)		
<b>G.</b>	Identified barriers to learning relating to wellbeing as a direct impact of COVID19 thus having detrimental effects on specific pupil's academic progress	£500.00
<b>H.</b>	Engagement of parents in their children's learning	£9615.00



Intended Outcomes				
	Desired outcomes and how they will be measured (Intent)	Implementation	Success criteria (Impact)	Planned spend
A.	<p><i>Teaching:</i>  <i>Engagement of pupils in reading. Diversify the range of text offered through careful text mapping linked to the curriculum map, develop staff subject knowledge and CPD, continue to drive RfP and further development of school library to drive this.</i></p> <p>Increased enjoyment for reading, including RfP thus increased and improved engagement and a whole school 'buy in'. Carefully selected texts will enable all children to 'identify' and see themselves within the texts studied, in turn allowing for increased discussion, understanding and interest in the reading curriculum. Increased understanding and precision in verbal and written responses to comprehension style questions.</p> <p>Reading is prioritised to enable all vulnerable groups, particularly PP children, to access the full curriculum offer. All novice teachers will be encouraged and supported to improve their subject knowledge of reading through CPD, coaching, workshops and by accessing and observing the modelling of expert teachers to enable them to teach reading effectively.</p>	<ul style="list-style-type: none"> <li>Text Mapping</li> <li>CPD, coaching, mentoring for staff</li> <li>Monitoring cycle (Learning walks, pupil voice, book looks and data analysis)</li> <li>1:1 and/or small group tuition targeting reading skills, decoding, reading for meaning and ability to comprehend.</li> <li>Small group academic coaching targeted at Year 3 and Year 6</li> </ul>	<p>Informal pupil voice interviews and reading conferencing will indicate higher levels of enjoyment in reading for pupils across the key stage.</p> <p>Staff subject knowledge is secure across all domains of reading.</p> <p>100% of teaching will be consistently good or better in the teaching of reading, within reading sessions and across the wider curriculum.</p> <p>A programme of support will be in place for each of novice teachers who requires coaching and/or support.</p> <p>Evidence of scaffolds used in teaching to support learners to develop as fluent and confident readers.</p> <p>Challenge in lessons and evidence of greater depth working to be evident in data, books, pupil voice and other monitoring activities.</p>	£20,000
B/C	<p><i>B - Teaching:</i>  <i>Low level of phonics knowledge on entry to Year 3. Pupils continue to arrive at Overdale Junior School with communication skills including word and picture recognition below that of the national average baseline.</i></p> <p><i>C - Teaching:</i>  <i>The percentage of pupils reaching expected standards at KS1 is low</i></p> <p>The most disadvantaged pupils will make accelerated progress to achieve (as a minimum) the expected national average in communication and language attainment despite a low starting point. The vast majority of</p>	<ul style="list-style-type: none"> <li>Baseline INCAS assessment in Sept for every Y3 pupil and analysis of data to inform planning.</li> <li>Further RWI screening to assess gaps/insecure initial sounds.</li> <li>Y3 specialist intervention teacher and additional TA support to lead the teaching of RWI across Y3 and support staff and training.</li> </ul>	<p>Children make rapid progress following the RWI programme and complete this with secure knowledge of all set 1,2 and 3 sounds.</p> <p>Language acquisition is prioritised within all lessons and explicit strategies for extending the breadth and depth of vocabulary are evident.</p> <p>Classroom environments are rich in vocabulary including cross curricular vocabulary.</p>	£25,000



	<p>pupils speak confidently and can articulate effectively using an extensive vocabulary.</p>	<ul style="list-style-type: none"> <li>• Development of knowledge organisers.</li> <li>• Pre-Teach vocabulary.</li> <li>• Implementation of wider variety of high quality picture books to the reading curriculum.</li> <li>• Identify individuals who require further in house assessments with a view to externally assessing if appropriate to do so.</li> <li>• Staff and whole school CPD and long term plan to improve the teaching of oracy.</li> <li>• Breakfast club</li> <li>• Big moves</li> </ul>	<p>Story time occurs daily to broad the children's repertoire of vocabulary.</p> <p>Planning details activities which extend pupils' expressive and receptive vocabulary which relate to current topics, alongside opportunities to practise using new vocabulary.</p> <p>The development of knowledge organisers allows for retrieval and application of subject specific vocabulary.</p> <p>The teaching of oracy is taught consistently and progressively across each year group.</p>	
D.	<p><i>Targeted Academic Support:</i> Continue to narrow the academic gap for the most vulnerable and disadvantaged pupils at Overdale Junior School through 1:1 tuition, small group intervention and coaching.</p> <p>Pupils identified within school as being amongst the most disadvantaged and with an increasingly worrying gap in their attainment compared to their peers will narrow the gap and begin achieve EXS standard through bespoke, personalised learning plans and tuition delivered by highly skilled and carefully selected staff.</p>	<ul style="list-style-type: none"> <li>• Targeted and directed TA support within classroom.</li> <li>• Early identification of need and carefully targeted interventions in line with school provision map.</li> <li>• Improved basic skills for individuals</li> <li>• In house assessment of need to rapidly identify plan of action, careful monitoring and discussion with SENDco re further intervention/external assessment</li> <li>• Monitoring cycle (Learning walks, pupil voice, book looks and data analysis)</li> </ul>	<p>Early identification of need ensures no child slips through the learning net.</p> <p>Carefully directed TA support and gap analysis by class teachers enables children to secure 'missed' learning, address any gaps and access new learning with increased confidence.</p> <p>Directed tuition tasks and further support embeds basic skills ensuring a solid foundation to build upon for every child.</p> <p>The monitoring cycle reveals that all groups of children are identified and plans are in place to ensure progress for very child – those not on track to achieve EXS have a 'case study' to present evidence and reasoning.</p>	£38,000



Overdale Junior School – Pupil Premium Strategy 2020/21

E/F	<p><i>Wider Strategies:</i>  <i>E - Increase and extend meaningful learning opportunities for disadvantaged pupils beyond the school day</i>  <i>F - Increase opportunities for cultural capital as the most disadvantaged children do not always have a variety of experiences beyond their immediate home environment and future aspirations are limited as a result of this</i></p> <p>PP children will have access to a wide range of experiences both in the classroom and outside of it to increase their cultural capital. (To be revisited subject to COVID19 and reviewed in line with Government guidance).</p>	<ul style="list-style-type: none"> <li>• Subject to COVID19 produce club 'Menu'</li> <li>• Kingswood meetings scheduled, payment plan shared, offer of financial support where necessary.</li> <li>• Subject to COVID19, ensure PP children attend school trips.</li> <li>• Extend music tuition offer and or/class teachers to identify individuals who would benefit from music tuition.</li> </ul>	<p>All PP children accessing and enjoying at least one club (Subject to COVID19)</p> <p>Families offered financial support to enable PP children to access clubs outside of the school day/timetable. PP children.</p> <p>Financial support offered to PP children due to attend Kingswood residential – PP pupils develop team work, confidence and self esteem alongside their peers.</p> <p>Cultural reference is widened through the increased cultural capital provided by the enacted curriculum.</p> <p>Further widening of cultural reference via attendance on school trips – financial support available where required. (subject to COVID19 guidance and regulations).</p> <p>All pupils have the opportunity to play a musical instrument, during music lessons.</p>	£13,000
G.	<p><i>External Barriers:</i>  <i>Identified barriers to learning relating to mental health and wellbeing as a direct impact of COVID19 thus having detrimental effects on specific pupil's academic progress</i></p> <p>The SEND and pastoral team will ensure that PP children, who are identified as in need of mental health and wellbeing support, will receive it from the team or from external agencies. Children will continue to be taught about mental health and wellbeing as part of the curriculum offer.</p> <p>The wellbeing lead will implement and drive the new PSHCE programme of study as well as accessing the Art of Brilliance resources to ensure</p>	<ul style="list-style-type: none"> <li>• Liaise with class teachers re 2019/20 school closure to address any children requiring additional MH/wellbeing support.</li> <li>• Class teachers to continue monitoring MH/wellbeing and share concerns with SLT</li> <li>• SENDco to share specific strategies/support on offer for MH/wellbeing.</li> </ul>	<p>Bespoke interventions to support pupils who need MH/wellbeing support enabling them to feel emotionally safe, supported socially thus supporting them to access the academic curriculum.</p> <p>Ensure that attendance rates across all groups of pupils remains above national average.</p> <p>Swift action to redress poor attendance.</p> <p>Families supported with EHAs or other vehicles to ensure support is given/sourced.</p>	£500.00





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	<p>mental health and wellbeing is at the forefront of our return to school and beyond.</p>	<ul style="list-style-type: none"> <li>• 1:1, small group and whole class interventions to support MH/wellbeing.</li> <li>• Careful monitoring of attendance</li> <li>• SENDco to support/encourage families to apply for EH as necessary.</li> <li>• Wellbeing lead to deliver CPD linked to new PSHCE POS and Art of Brilliance</li> </ul>		
	<p><i>External Barriers:</i>  <i>Engagement of parents in their children's learning incl. the threat of further periods of partial closure and/or National Lockdown.</i></p> <p>PP pupils to be able to access extended online learning opportunities which go beyond the school day including remote learning opportunities in the event of any partial closures.</p>	<ul style="list-style-type: none"> <li>• Parents forum (Subject to COVID19)</li> <li>• Newly designated teacher for LAC/PLAC to reintroduce coffee mornings across the site</li> <li>• Plan for PP pupils to have access to devices in the event of partial closure.</li> <li>• SENDco to prep SEN boxes for families and deliver in the event of partial closure.</li> </ul>	<p>Our most disadvantaged families feel confident and happy to talk to us, approach us and ask for help and support.</p> <p>Learning, even for our most disadvantaged children continues during any partial school closure in line with our remote learning plan.</p> <p>Children are better prepared to be able to re join whole class teaching having accessed TEAMS remote learning during any partial closure.</p>	<p>£9615.00</p>