

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Overdale Junior School
Number of pupils in school	476
Proportion (%) of pupil premium eligible pupils	74 (15.5%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr Matt Evans, Headteacher
Pupil premium lead	Lauren Dighton, Assistant Headteacher and Helen Lisseman, Assistant Headteacher
Governor / Trustee lead	Sarah Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,530
Recovery premium funding allocation this academic year	£10,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£126,260

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through our bespoke 1:1 tutoring program for pupils whose education has been worst affected, including non-disadvantaged pupils by school closures during the pandemic.

This year, we have allocated a larger amount of our spend to 'wider strategies' than ever before. This is due to the affect national lock down and the pandemic have had on the mental health and well-being of our pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other and many overlap in order to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate gaps in knowledge across the curriculum, being especially prevalent among many disadvantaged pupils. As a result, this requires bespoke, targeted Quality First Teaching in every classroom.
2	Assessments, observations, and discussions with pupils indicate gaps in knowledge across the curriculum due to disrupted whole class, on site teaching during the school closures. These gaps are especially prevalent among many disadvantaged pupils.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from on entry (Year 3) assessments to Overdale Junior School, and are most prevalent among our disadvantaged pupils in comparison to their peers.
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps, leading to pupils falling further behind age-related expectations.</p>
5	Teacher referrals for pastoral and inclusion support for pupils relating to mental health and wellbeing have markedly increased during the pandemic and since a full return to school.
6	Our assessments, contact with families during and post school closures, observations and discussions with pupils have identified social and emotional issues for many pupils and a lack of opportunities for many pupils to partake in enrichment opportunities beyond the school day, notably due to reduced social interaction and a lack of this being available. These challenges particularly affect disadvantaged pupils and impact on their attainment.
7	A reduction in regular opportunities for face to face contact and opportunities to involve parents in their children's learning with on-site activities due to the pandemic has led to challenges in communication and engagement. This is especially true of disadvantaged pupils and those with SEND need.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>QFT in every lesson, driven by a clear lesson structure and research informed practice.</p> <p>As a result, <i>most</i> children will be working at EXS at end of KS, unless they have an identified SEND need which means progress may not be in line with their peers.</p> <p>Our most disadvantaged pupils will make accelerated progress because of QFT in class, targeted interventions outside of the classroom setting and bespoke 1:1 tuition.</p>	<p>Weekly drop ins will provide evidence of QFT in every classroom. Where this may not be evident, a coach will be allocated and a program of drop ins and coaching feedback sessions will ensure identified action points are met and QFT is delivered.</p> <p>Formative assessments will demonstrate progress and where this is not evident, action will be taken to support and ensure progress is made.</p> <p>Triangulation carried out by SLT and subject leads will identify where this may not be taking place and this will be rapidly addressed.</p> <p>As a result of all of the above, end of KS combined expectations will demonstrate improved outcomes for our most disadvantaged pupils.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>Improved reading attainment among disadvantaged pupils.</p> <p>Improved phonological awareness and ability to apply this to reading and spelling.</p>	<p>Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. When triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment, this will be especially evident.</p> <p>KS2 reading outcomes in 2021/22 will show that most disadvantaged pupils met the expected standard.</p> <p>End of year assessments in phonics will show progress from baseline starting point.</p>

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Sustained high levels of wellbeing from 2021/22 will be demonstrated by:

- qualitative data from student voice, student and parent surveys and teacher observations
- a significant reduction in behavioural reports
- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
- Good levels of attendance from our most disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £56,530.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Refine and further improve the quality of teaching across the curriculum via research-based practice including:</p> <ul style="list-style-type: none"> • Whole school CPD in research-based practice • Implementing an instructional coaching model – Powerful Action Steps. • High quality CPD for NQTs/ECTs to support the needs of the most disadvantaged learners. 	<p>The EEF states that ‘spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending’</p>	1, 2, 3
<p>Transition from a recovery to a full curriculum through:</p> <ul style="list-style-type: none"> • Reviewing, redeveloping and refining subject specific Medium Term Plans to ensure the curriculum is knowledge driven. • Ensuring clear progression is evident in order to bridge gaps and enable children to build upon prior learning effectively. • Ensure QFT in every classroom by providing bespoke CPD for staff members. 		1,2,3,6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £48,730.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Retain our skilled teaching assistant to support communication, language and literacy skills and take a lead on targeted intervention support including:</p> <ul style="list-style-type: none"> • EAL – Race into English programme • Early phonics knowledge – RWI intervention programme (1:1, group and additional support where required) • Targeted support for dyslexic pupils – Dyslexia Gold • Speaking and listening interventions 	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>Increase higher rates of progress across KS2 for pupils eligible for PP through 1:1 tuition, small group intervention and coaching. This includes progress for those who are already high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral and inclusion support for pupils relating to mental health, behaviour and wellbeing, including:</p> <ul style="list-style-type: none"> • Happy Lunchtime training for dining supervisors • ELSA support • Therapeutic interventions • Increased support from SEMH outreach team. 	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	5
<p>Increase and extend meaningful learning opportunities and cultural capital for disadvantaged pupils including:</p> <ul style="list-style-type: none"> • Peripatetic music lessons • Sports clubs and opportunities to represent the school in competition • Partial payment towards Y6 pupils attending a residential trip. • Offer a variety of experiences beyond the immediate home environment • Broaden horizons for future aspirations, including some UKS2 disadvantaged students working at GDS in Maths participating in LA competitions. • Contingency fund included for any arising factors. 	<p>Increased participation in the arts is evidenced to directly benefit academic learning as well as enjoyment for school thus increasing and improving attendance.</p> <p>Provide music lessons and opportunities to participate in extracurricular activities for some of our most disadvantaged learners will in turn, help to foster positive attitudes to learning and improve self-confidence more generally.</p>	6

<p>Engagement of parents in their children’s learning, including consideration of any additional family challenges arising post pandemic.</p>	<p>The EEF suggests that parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>6,7</p>
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Total budgeted cost: £126,260.00