

## **Pupil premium strategy statement**

# Overdale Junior School



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	473
Proportion (%) of pupil premium eligible pupils	69 (15%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	M.Evans (Headteacher)
Pupil premium lead	L.Dighton (Acting Deputy Headteacher)
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,580
Recovery premium funding allocation this academic year	£9860
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£9135
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£129,575

# Part A: Pupil premium strategy plan

## Statement of intent

At Overdale Junior School 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 1:1 coaching for pupils whose education has been worst affected by any period of school closure, including non-disadvantaged pupils.

### Principles:

- We ensure that teaching and learning opportunities meet the needs of all the pupils, including through staff training and development
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered for or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions or support at one time.

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

- Ensure the attendance of disadvantaged pupils is *at least* inline with National Average
- 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 suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts on their development as readers and saw a proportion of disadvantaged pupils not meeting the expected standard in reading and writing at the end of KS2.
3	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be a factor post COVID-19. These findings are supported by national studies.
4	Teacher referrals for pastoral and inclusion support for pupils relating to mental health and wellbeing have markedly increased during the pandemic and continue to rise.
5	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. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been slightly lower than for non-disadvantaged pupils.  A small number of disadvantaged pupils have been 'persistently absent' Assessments and observations indicate that absenteeism is negatively impacting some disadvantaged pupils' and their progress.
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
QFT in every lesson, driven by clear lesson structure and research informed practice. Clear understanding and continued guidance and training around the teaching of reading and writing to enable all teaching staff to confidently and competently deliver QFT, leading to best outcomes for pupils.	Fortnightly coaching and weekly drop ins will provide evidence of QFT in every classroom. Step Lab software and progress logs will demonstrate progress towards 'expert' teaching resulting in improved outcomes for our most disadvantaged pupils.

Secure knowledge base for all students, including disadvantaged students in all areas of the curriculum.	Assessments and observations indicate significantly improved ability to demonstrate knowledge and understanding in all curriculum areas, among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment amongst disadvantaged pupils including engagement and interest in reading for pleasure amongst disadvantaged pupils leading to improved writing.	KS2 reading outcomes in 2024/25 show that disadvantaged pupils (without an EHCP) met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in requests for pastoral support</li> <li>• a significant reduction in behavioural reports</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• The percentage of all pupils who are persistently absent being reduced.</li> </ul>

## 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: £57,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Refine and further improve the quality of teaching across the curriculum via research-informed practice to include:</p> <ul style="list-style-type: none"> <li>• Whole school CPD in research-informed practice and SoL</li> <li>• Staff training in both understanding of and the</li> </ul>	<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>	1,2,6

<p>teaching of reading and writing.</p> <ul style="list-style-type: none"> <li>• Rolling out of instructional coaching programme across whole school to ensure every member of teaching staff has a coach. School buy in to 'Step Lab' platform to be used in conjunction with instructional coaching program.</li> <li>• High quality CPD for ECTs to support the needs of the most disadvantaged learners.</li> </ul>	<p>Sutton Trust's 2011 report, revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p> <p>Our Science of Learning CPD is heavily based upon evidence as shared in the following EEF document.  <a href="#">Cognitive science approaches in the classroom - A review of the evidence.pdf</a>  <a href="#">(d2tic4wvo1iusb.cloudfront.net)</a></p> <p>Evidence and rationale behind the use of Step Lab for PD: <a href="#">The Evidence and Rationale Behind Steplab   Steplab</a></p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>EEF research states that homework has a positive impact on average (+ 5 months). Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. <a href="#">Homework   EEF</a>  <a href="#">(educationendowmentfoundation.org.uk)</a></p>	
<p>Fine tune knowledge led curriculum and support the development of confident, competent subject leads to include:</p> <ul style="list-style-type: none"> <li>• Training and support for new subject leads</li> <li>• Review, and refine MTPs (Curriculum lead and subject leads) to ensure clear progression between year groups (And key stages from Y2-3)</li> <li>• Development of knowledge organisers to support teaching and learning and evidence explicit knowledge to be taught.</li> <li>• Introduction of 'Carousel' or 'Forms' for use of assessment in foundation subjects.</li> </ul>		
<p>Purchase of standardised assessment software and CPD to include:</p> <ul style="list-style-type: none"> <li>• Training for AHT (Assessment lead) to become proficient in administering STAR assessments and in the analysis of data which the assessments generate.</li> </ul>		
<p>Review homework policy to ensure it is purposeful and accessible for all with meaningful links to what is taught and learnt during school time. This will enable disadvantaged learners to revisit and retain key information to further improve outcomes:</p>		

<ul style="list-style-type: none"> <li>Homework working party</li> <li>Trial of 'Purple Mash' for homework tasks with a view to rolling out whole school.</li> </ul>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £50,000.00

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"> <li>EAL – Race into English programme</li> <li>Early phonics knowledge – RWI intervention programme (1:1, group and additional support where required)</li> <li>Phase out RWI and move inline with Rocket Phonics (DfE validated phonics programme) as per Trust agreement to secure stronger phonics teaching for all pupils.</li> <li>Targeted support for dyslexic pupils and some of those in the bottom 20% for reading – Dyslexia Gold Package</li> <li>Speaking and listening interventions</li> </ul>	<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><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Use of Dyslexia Gold: Formal trials found that pupils reading improved by an average of 12 months in a single term. Spelling improved by 10½ months. 90% of pupils made at least 3 months progress, including the very poorest readers. Dyslexia Gold is used in over 600 schools throughout the UK and is approved by the British Dyslexia Association and Dyslexia Action.</p>	1,2
<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> <ul style="list-style-type: none"> <li>Targeted support either 1:1 or in small groups with academic coaches</li> <li>45mins – 1 hour per week</li> </ul>	<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><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2

<ul style="list-style-type: none"> <li>Objectives set my class teachers following assessment and analysis of.</li> </ul>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22,575.00

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"> <li>Happy Lunchtime relaunch for dining supervisors and Y6 prefects</li> <li>Targeted sport/health intervention (Metcalfe Coaching)</li> <li>Mental Health Champions Training (Pastoral Support worker and Y5/6 pupils)</li> <li>ELSA support and supervision costs for ELSA's</li> <li>Whole school CPD delivered by SEMH team: Trauma Informed practice</li> <li>Therapeutic interventions</li> <li>Increased support from SEMH outreach team.</li> </ul>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions-eeef">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></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><a href="https://www.educationendowmentfoundation.org.uk/eeef-social-and-emotional-learning-pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	3,4,5
<p>Whole staff training on behaviour management and linked approaches with the aim of developing our school ethos and improving behaviour across school:</p> <ul style="list-style-type: none"> <li>DfE Behaviour Hub project (January 2023)</li> <li>SEMH Team delivery of 'Restorative Practices' Training – Whole staff CPD</li> </ul>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions-eeef">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	3,4,5
<p>Embedding principles of good practice set out in the DfE's</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1,2,3,4,5,6,7



<p><u>Improving School Attendance</u> advice.</p> <ul style="list-style-type: none"> <li>• Training and release time for staff to develop and implement new procedures.</li> <li>• Appointment of Family Support Worker (FSW) who will support with Attendance at OJS</li> <li>• Attendance (and payment for) attendance leads to attend LCC Attendance network meetings and CPD.</li> </ul>		
<p>Increase and extend meaningful learning opportunities and cultural capital for disadvantaged pupils including:</p> <ul style="list-style-type: none"> <li>• Peripatetic music lessons</li> <li>• Sports clubs and opportunities to represent the school in competition</li> <li>• Partial payment towards Y6 pupils attending a residential trip.</li> <li>• Offer a variety of experiences beyond the immediate home environment</li> <li>• Uniform support</li> <li>• Broaden horizons for future aspirations, including some UKS2 disadvantaged students working at GDS participating in any LA competitions on offer.</li> <li>• Contingency fund included for any arising factors.</li> </ul>	<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> <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>3,4,5,6,7</p>
<p>Engagement of parents in their children's learning, including consideration of any additional family challenges arising post pandemic and during cost of living crisis:</p> <ul style="list-style-type: none"> <li>• Appointment of Family Support Worker</li> <li>• Retention of Pastoral Support worker</li> </ul> <p><i>(Both members of staff work across the Overdale School site)</i></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>

<i>and provide support to Overdale Junior and Infant Schools)</i>		
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**Total budgeted cost:** £129,575

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

#### **Evaluation in relation to intended outcomes for PP expenditure 2021/22:**

QFT in every lesson, driven by a clear lesson structure and research informed practice.

- T&L lead and QA Lead for trust have designed, shared and implemented clear lesson structure. The basis of this is research informed and T&L checks of planning documents show that this is being used almost entirely consistently across school.
- Daily climate walks, lesson drop-ins and learning walks demonstrate that lessons are planned and delivered according to lesson structure. Classrooms are calm, learning behaviour is good and the structure provides the basis of consistent routines for learning and teaching.
- Core 10 staff training has enabled all staff to gain better and in some cases, in depth understanding of the science of learning, thus planning and lesson delivery has improved.
- Expert teachers have been trained in instructional coaching and have designed and implemented a whole school coaching program. As part of this by September 22, all members of teaching staff will have a coach and receive fortnightly lesson drop ins and feedback relating to this.

As a result, most 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.

- Provisional 2022 progress data at end of KS2 suggests that Reading and maths significantly above national average for all groups of pupils.
- Writing progress was above national average for all pupils in the cohort. In 2019 the majority of pupils were below national in writing.

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.

- Provisional 2022 attainment data at end of KS2 suggests that:
- RWM 9% above national
- All expected standard attainment measures above national average
- Greater depth in reading, GPS, maths and RWM combined, all above national average
- Multiplication check in Y4 expected to be in top 10% mean score – 22.7

Improved oral language skills and vocabulary among disadvantaged pupils.

- Of those disadvantaged and EAL children taking part in RWI programs of support, Race Into English and further small group and 1:1 tuition – all have completed programs with our specialist phonics teaching assistant. This provision will continue to be developed to cater for need in 22/23.
- Writing progress was above national average for all pupils in the cohort. In 2019 the majority of pupils were below national in writing.
- No More Marking comparative judgements indicates that the year 5 cohort (2021/22) need further support with writing, this will be implemented through our expert Y6 teacher and LA writing moderator leading whole staff training and carrying out regular book looks and in school writing moderation.

Improved phonological awareness and ability to apply this to reading and spelling.

- RWI phonics program continues to be implemented within school. Learning walks and progress checks indicate that some children remain on the program for too long. As a result, the delivery of the program and how this runs will change slightly going forward to ensure maximum impact.
- Of those children receiving phonics tuition and small group, 1:1 support, progress is clear but we expect this to become more rapid with the changes made.
- In 22/23 OJS will begin to transition from RWI to Rocket Phonics inline with other OAK MAT trust schools.

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

- Appointment of and training of ELSAs has proved invaluable and over 15 children received direct ELSA support in academic year 2021/22
- Pastoral Lead has been pivotal in providing support for most vulnerable children and families. Pastoral caseload is full and as a result, forward planning for 22/23 and onwards involved appointment of Family Support Worker to further support and sustain wellbeing for children and families.
- Additional support from SEMH team has been crucial and will continue in academic year 22/23.
- As a result of additional SEMH team support and support from pastoral lead staff have been further supported in their understanding of SEMH and wellbeing need enabling them to support children in school.
- This will continue to be an ongoing area of support and focus in 22/23.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider