



Pupil Premium Strategy Template

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	481
Proportion (%) of pupil premium eligible pupils	69 pupils – 14.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	M. Evans (Headteacher)
Pupil premium lead	T. Cross (Deputy Headteacher)
Governor / Trustee lead	T. Smith (Chair of Govs)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,058.72
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£25,668.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£18,797
Total budget for this academic year <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>	£102,058.72 + £25,668.00 = <u>£127,726.72</u>

Part A: Pupil premium strategy plan

Statement of intent

At Overdale Junior School, our Pupil Premium strategy aims to eradicate the attainment and progress gap between our pupil premium children and their non-pupil premium counterparts. It is our intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress, receive effective Quality First Teaching and subsequently achieve high levels of attainment across all subject areas, including progress for those who are already high attainers. As part of our strategy, we aim to ensure that all of our pupil premium children have access to a variety of opportunities and that as a consequence of this, their aspirations are raised in line with our whole school curriculum intentions and through the provision of various different extra-curricular activities.

This Pupil Premium Strategy explores how our school supports pupils who are considered to be disadvantaged and how we work together with families in order to ensure that this goal is achieved. In particular, this strategy places a focus on attainment and progress in Reading, Writing and Mathematics. We aim to achieve this objective through placing a whole-school focus on Quality First Teaching with an emphasis on strategies that should be employed when working in particular with children who are disadvantaged. Additionally, there is an even greater emphasis on language, vocabulary and reading which will have a direct impact on those children who are considered to be disadvantaged.

Overdale Junior School considers 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 delivering high quality CPD for our staff so that they in turn can lead their children, particularly those who are considered to be disadvantaged, to achieve the best of their abilities – a key focus of our CPD aims to raise expectations across the areas in which our 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 tuition for pupils whose education has been worst affected by any period of school closure, including non-disadvantaged pupils.

Key principles:

- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We ensure that teaching and learning opportunities meet the needs of all the pupils through prioritising high quality CPD for our staff
- We provide appropriate provisions for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- 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* in line 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	<p>Significant gaps in knowledge across the curriculum are evident amongst pupils who are considered as disadvantaged. This challenge has been identified in response to assessments and data, observations, and discussions with pupils and staff members.</p> <p>High standards of evidence informed, whole-class, bespoke and targeted Quality First Teaching is ever more necessary in every classroom.</p>
2	<p>Gaps in the phonics knowledge of our children is evident, especially amongst pupils who are considered as disadvantaged. This challenge has been identified in response to assessments and data, observations, and discussions with pupils and staff members. Such children are negatively impacted with regards to their development as readers, a proportion of disadvantaged pupils not meeting the expected standard in reading and writing at the end of KS2.</p> <p>Highly effective Quality First Teaching with regards to Phonics is ever more necessary as bespoke intervention for those who require it, in particular those who are disadvantaged.</p>
3	<p>High level of SEMH need within school.</p> <p>A high proportion of our children were significantly impacted by the COVID-19 pandemic and the impact of this challenging period of time is still something which can be evidenced across the school. The social, emotional, mental health and wellbeing of many of our pupils, disadvantaged pupils in particular, is of concern.</p> <p>This has been identified through various assessments, observations and discussions with children and families and the finding is supported by national studies.</p> <p>Highly effective Pastoral support is ever more necessary, in particular for those children and families who are considered as disadvantaged.</p>
4	<p>Decreased uptake in pupils taking part or having access to wider enrichment opportunities beyond the school day.</p> <p>Our assessments, contact with families during and post school closures, observations and discussions with pupils have identified that this lack of wider enrichment opportunities is inequality with regards to cultural capital and wider opportunities as well as decreased social and emotional difficulties, particularly for those who are disadvantaged.</p> <p>A rich and varied programme of enrichment opportunities is ever more necessary, in particular those who are disadvantaged.</p>

5	<p>Attendance for pupils who are considered to be disadvantaged continues to be below that of their non-disadvantaged counterparts. A proportion of disadvantaged pupils are considered to be pupils who are 'persistently absent'.</p> <p>Strengthened Attendance procedures with closer tracking and communication is required for all pupils with attendance challenges, but in particular for those who are disadvantaged.</p>
6	<p>Pupil and parental desire to attend and engage with wider school engagement. As a consequence of the Covid-19 pandemic, opportunities for face-to-face contact parental involvement with on-site activities decreased. This is especially true of disadvantaged pupils and those with SEND need.</p> <p>A wider range of opportunities for families and children to engage with school to be planned for across the school year. This should be a programme which is open for all but with a particular emphasis on those children and families who are disadvantaged.</p>

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>Effective, evidence informed, bespoke Quality First Teaching to be planned for and implemented across all lessons.</p>	<ul style="list-style-type: none"> • QFT to be driven by considering a clear lesson structure (both individual lessons and sequences of lessons over time) based upon research informed practice – as informed by Rosenshein’s principles of instruction. • Clear understanding and continued guidance and training around teaching pedagogies as informed by the school’s ‘Core 10’, enabling all teaching staff to confidently and competently deliver QFT, leading to best outcomes for pupils. • Fortnightly coaching sessions designed around the core 10 and targeted specifically towards individuals and their individual practice using ‘step labs’. • 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.
<p>An increase in the proportion of disadvantaged pupils achieving the expected standard or above in Reading.</p>	<ul style="list-style-type: none"> • Clear understanding and continued guidance and training around the teaching of reading to enable all teaching staff to confidently and competently deliver QFT, leading to best outcomes for pupils. • QFT to be bespoke and targeted, particularly considering disadvantaged pupils within the classroom. • Improved reading attainment amongst disadvantaged pupils including engagement

	<p>and interest in reading for pleasure amongst disadvantaged pupils leading to improved writing.</p> <ul style="list-style-type: none"> • KS2 reading outcomes in 2024/25 to show that disadvantaged pupils (without an EHCP) met the expected standard.
<p>An increase in the proportion of disadvantaged children achieving the required standards in phonics in order to be able to progress to age related expectations in reading.</p>	<ul style="list-style-type: none"> • Highly effective Quality First Teaching in Phonics. • Bespoke intervention programme in place for phonics. • Bespoke intervention programme in place for phonics with a particular emphasis on closing the gap for those who are disadvantaged.
<p>An increase in the proportion of disadvantaged pupils achieving the expected standard or above in Writing.</p>	<ul style="list-style-type: none"> • Clear understanding and continued guidance and training around the teaching of writing to enable all teaching staff to confidently and competently deliver QFT, leading to best outcomes for pupils. • QFT to be bespoke and targeted, particularly considering disadvantaged pupils within the classroom.
<p>An increase in the proportion of disadvantaged pupils achieving the expected standard or above in Mathematics.</p>	<ul style="list-style-type: none"> • Clear understanding and continued guidance and training around the teaching of mathematics to enable all teaching staff to confidently and competently deliver QFT, leading to best outcomes for pupils. • QFT to be bespoke and targeted, particularly considering disadvantaged pupils within the classroom.
<p>Highly effective Pastoral support for all children, but in particular, for those who are disadvantaged and inclusive of those with SEMH needs.</p>	<ul style="list-style-type: none"> • Family support worker in place and effectively supporting pupils. • Pastoral lead in place and effectively supporting pupils. • Wider range of nurture opportunities in place and specifically targeted at vulnerable children in need of pastoral support. • Sustained high levels of wellbeing by 2024/25 demonstrated by <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in requests for pastoral support

	<ul style="list-style-type: none"> • a significant reduction in behavioural reports • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
A rich and varied programme of wider enrichment opportunities available for all pupils but particularly targeted for those pupils and families who are considered to be disadvantaged.	<ul style="list-style-type: none"> • A rich and varied programme of wider range of wider opportunities in place. • Children considered to be vulnerable are specifically invited to take part in wider opportunities.
An increase in school attendance for pupils in the proportion of disadvantaged.	<p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</p> <ul style="list-style-type: none"> • Strengthened Attendance procedures with closer tracking and communication is required for all pupils with attendance challenges, but in particular for those who are disadvantaged. • The percentage of all pupils who are persistently absent being reduced. • The percentage of disadvantaged pupils being considered to be persistently absent from school – their attendance should be 91% or above for the end of the year.
An increase in the amount of opportunities for families and children to engage with school to be planned for across the school year.	<ul style="list-style-type: none"> • A wider range of opportunities for families to engage with school planned. This should be a programme which is open for all but with a particular emphasis on those children and families who are disadvantaged. • Challenges with regards to communication and community engagement are decreased. <p>Active uptake in the opportunities offered by parents and children.</p>

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: £94,407.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Maintaining a commitment to effective professional development</u></p> <p>The school maintains a commitment to offering high quality effective professional development, in turn leading to the further enhancement of the quality of T&L.</p> <p>The school is able to provide effective CPD for all staff, the impact of which is intended to be skilled and motivated teaching and learning professionals with the ability to inspire and raise achievement for all learners, in particular those who are considered as disadvantaged.</p> <p>The school has realised and aims to continue providing this through:</p> <ul style="list-style-type: none"> • Encouraging all staff to commit to their own CPD through encouraging engagement with external CPD as well as accredited programmes of study such as the NPQs. • The school aims to grow and develop as professionals through engaging with professional development. 	<p>Research highlights the importance of supporting staff members to engage in structured and facilitated CPD activities which in turns allow them to increase their teaching ability.</p> <p>https://d2tic4wvliusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p> <p>High quality teaching: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>Research tells us that one of the most important things we can do to improve pupil outcomes is to continuously develop the quality of teaching and learning (Higgins et al., 2014).</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-a-balanced-approach-to-professional-development</p> <p>The EEF’s Effective Professional Development guidance report highlights essential building blocks – or mechanisms – which can help to bring about changes in teacher behaviours and improve pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>The mechanisms can be divided into four key groups:</p> <p>Build Knowledge Motivate teachers</p>	<p>1,2,3</p>

<p>Providing cover time so that staff have been able to engage with a range of NPQs and other accredited CPD.</p>	<p>Develop teacher techniques Embed practice</p>	
<p>Recruiting and retaining additional highly skilled and motivated teaching and learning professionals (both teachers and also teaching assistants) with the ability to inspire and raise achievement for all learners, in particular those who are considered as disadvantaged.</p> <p>In particular, this school is committed to increasing the level of support that new teachers (as well as, for our school, teaching assistants) get, as informed by the ECF. This will take place as part of induction to the school as well as a buddy system to ensure that staff have the tools and support needed to be able to do the best job that they can.</p> <p>Further, it is hoped that retaining staff will contribute to the school's efforts in catering for the high level of SEMH needs present through staff having a deeper understanding of the children and their families and their needs.</p>	<p>Given that ensuring access to quality teaching for disadvantaged pupils is expected to be a key mechanism for narrowing the disadvantage gap in attainment, the EEF have built an evidence base around the recruitment and retention of quality teachers.</p> <p>https://educationendowmentfoundation.org.uk/news/new-initiatives-to-improve-teacher-retention</p> <p>and</p> <p>https://d2tic4wv0iusb.cloudfront.net/production/documents/Teacher-quality-recruitment-and-retention-lit-review-Final.pdf?v=1701989409</p> <p>High quality teaching:</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>https://www.gov.uk/government/publications/early-career-framework</p>	<p>1,2,3</p>
<p>All staff, including support staff, to receive relevant, updated training in reading, writing and maths in order to be able to fully support pupil premium children across the school.</p>	<p>Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants is imperative. Rauch and Coe (2019) explained, 'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap.</p>	<p>1,2,3</p>

	Crucially, it is also something that can be changed: all teachers can learn to be better (William, 2016)'.	
<p>Continue to develop strengthen the quality of teaching and learning across the curriculum via research-informed practice to include:</p> <ul style="list-style-type: none"> • Whole school CPD in research-informed practice • Staff training in pedagogy, including the school's 'Core 10' • Further staff training around the specifics of planning and QFT in reading, with an emphasis on engaging reluctant readers and those who are considered to be disadvantaged. • Further staff training around the specifics of planning and QFT in writing, with an emphasis on engaging reluctant writers and those who are considered to be disadvantaged. • Continuing to embed the instructional coaching programme (which is a fundamental aspect of the school's approach to CPD) across the whole school to ensure every member of teaching staff has a coach and is able to access quality instructional coaching in order to improve, sustain and embed bespoke QFT over time. • Continuing to embed the above instructional coaching provisions through utilising the 'Step Lab' platform as a way for all staff to access, record 	<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> <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. Cognitive science approaches in the classroom - A review of the evidence.pdf (d2tic4wv0liusb.cloudfront.net)</p>	1,2,3

<p>and monitor their drop ins and CPD.</p> <ul style="list-style-type: none"> • Ensuring that every member of teaching staff, including new staff, have an effective coach as part of the school's instructional coaching programme. • High quality CPD for ECTs to support the needs of the most disadvantaged learners. 		
<p>Develop confident, competent subject leads.</p> <ul style="list-style-type: none"> • Training and support for new subject leads. • Review, and refine MTPs (Curriculum lead and subject leads) to ensure clear progression between year groups (And key stages from Y2-3) • Support to refine and embed the school's knowledge led curriculum, in particular, ensuring that the school's curriculum meets the needs of the children at the school, in particular, those who are considered to be disadvantaged. • Embedding / refining the school's knowledge organisers to support teaching and learning and evidence explicit knowledge to be taught. 	<p>Senior leaders may set strategic vision and craft goals for their staff to deliver high-quality instruction but it is the teacher who delivers the curriculum, makes sense of it pedagogically and inspires students to take up the opportunities offered to them, and who therefore ought to have the agency to make it their own (Hargreaves and O'Connor, 2018).</p> <p>https://my.chartered.college/impact_article/leading-the-primary-curriculum-developing-subject-leadership-and-expertise/</p> <p>Rhodes CP and Brundrett M (2010) Leadership for learning. In: Bell T, Bell L and Middleton D (eds) The Principles of Educational Leadership and Management. London: SAGE, pp. 153–175.</p> <p>Young M, Lambert D, Roberts C et al. (2014) Knowledge and the Future School: Curriculum and Social Justice. London: Bloomsbury.</p>	1,2,3,4,5

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

Budgeted cost: £14,523.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase progress and attainment for pupils across KS2.</p> <p>This should be in particular for those pupils who are considered as disadvantaged and who are therefore in receipt of pupil premium funding. This should be achieved through:</p> <ul style="list-style-type: none"> • tuition • small group intervention work • coaching • engagement with the National Tutoring Programme. 	<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> <p>Targeted academic support</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p>	<p>1,2,3</p>
<p>Increase literacy skills through engagement with a range of communication, language and literacy targeted intervention and support programmes. These will include:</p> <ul style="list-style-type: none"> • Targeted support for dyslexic pupils and some of those in the bottom 20% for reading – Dyslexia Gold Package • Early phonics knowledge – Phonics intervention programme (1:1, group and additional support where required) • Rocket Phonics (DfE validated phonics programme) • Speaking and listening interventions 	<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> <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 that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	<p>1,2,3</p>

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

Budgeted cost: £18,796.72

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 relaunch for dining supervisors and Y6 prefects • Targeted sport/health intervention (Metcalf Coaching) • Targeted social interaction activities. • Targeted team-building workshops. • Targeted support and access to SEMH interventions such as Music and art therapy. • Mental Health Champions Training (Pastoral Support worker and Y5/6 pupils) • ELSA support and supervision costs for ELSA’s • Whole school CPD delivered by SEMH team: Trauma Informed practice • Therapeutic interventions • Increased support from SEMH outreach team. • Close communication and contact with families in order to better and fully support children in school. 	<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>	<p>3,4,5,6</p>

<p>Whole staff training on behaviour management and linked approaches with the aim of developing our school ethos and improving behaviour across school:</p> <p>DfE Behaviour Hub project (January 2023) SEMH Team delivery of 'Restorative Practices' Training – Whole staff CPD</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3,4,5</p>
<p>Subscription to 'First news' as a way to engage children, especially those who are in receipt of PP, with reading for pleasure, world events, celebratory news and literacy skills.</p>	<p>reading_for_pleasure.pdf (publishing.service.gov.uk)</p>	<p>1,2,3</p>
<p>Access to alternative provisions.</p>	<p>Research shows that having access to Alternative provisions has a positive impact on children who are at risk of exclusion or who are likely to go on to become NEET in the future. Being NEET has a pronounced impact on health and well-being, with young people at an increased risk of depression (Siegrist et al. Citation 2010).</p> <p>Through accessing APs, 'young people gain meaningful experiences in physical education such as social interaction and fun' (Beni, Fletcher, and Chroinin Citation2016), all of which have a positive impact on children through enriching their 'human existence and encourage-ing] success'</p> <p>'In provisions with appropriate resources and experienced staff, improvements in confidence and well-being can be achieved by balancing physical activity with academia. Such programmes acknowledge individual abilities, interests and aspiration (DfES Citation2002; Maguire and Rennison Citation2005; Seddon, Hazenberg, and Denny Citation2013).'</p>	<p>3,4,5,6</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	<p>1,2,3,4,5,6</p>

<ul style="list-style-type: none"> • Training and release time for staff to develop and implement new procedures. • Appointment of Family Support Worker (FSW) who will support with Attendance at OJS • Attendance (and payment for) attendance leads to attend LCC Attendance network meetings and CPD. 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	
<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 • Uniform support • Broaden horizons for future aspirations, including some UKS2 disadvantaged students working at GDS participating in any LA competitions on offer. • 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> <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>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</p>	3,4,5,6
<p>Community engagement work between school staff and the parents of children who require additional pastoral and/or wholistic support.</p> <ul style="list-style-type: none"> • Appointment of Family Support Worker • Retention of Pastoral Support worker 	<p>The importance of parent engagement in children’s learning is widely acknowledged (e.g. Goodall 2017), indeed the evidence suggests that it has many benefits, such as improvements in literacy and maths skills (Van Voorhis et al. 2013), better school attendance (McConnell and Kubina 2014) and closure of the achievement gap (Goodall 2017). A review published over 15 years</p>	3,4,6

<p><i>(Both members of staff work across the Overdale School site and provide support to Overdale Junior and Infant Schools)</i></p> <ul style="list-style-type: none"> • Targeted social interaction activities. • Targeted team-building workshops, where possible, including inviting family members. • LAC/PLAC coffee afternoons • Parent workshops and parent coffee afternoons 	<p>ago (Desforges and Abouchaar 2003) found that parental involvement at home had a significant positive effect on children’s achievement after adjusting for other factors influencing attainment.</p> <p>The authors concluded that in the primary school age range the impact on achievement caused by parental involvement was larger than differences associated with variations in the quality of schools. Furthermore, the scale of this impact was evident across all ethnic groups and social classes.</p> <p>Engagement – wider opportunities checklist – engaging in home learning: https://d2tic4wv0liusb.cloudfront.net/production/documents/pages/Parents_and_carers_engaging_in_home_learning_-_A_checklist_for_schools.pdf?v=1701982644</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>https://d2tic4wv0liusb.cloudfront.net/production/documents/pages/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf?v=1701961515</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"> • Appointment of Family Support Worker • Retention of Pastoral Support worker <p><i>(Both members of staff work across the Overdale School site)</i></p>	<p>The importance of parent engagement in children’s learning is widely acknowledged (e.g. Goodall 2017), indeed the evidence suggests that it has many benefits, such as improvements in literacy and maths skills (Van Voorhis et al. 2013), better school attendance (McConnell and Kubina 2014) and closure of the achievement gap (Goodall 2017). A review published over 15 years ago (Desforges and Abouchaar 2003) found that parental involvement at home had a significant</p>	<p>3,4,6</p>

<p><i>and provide support to Overdale Junior and Infant Schools)</i></p>	<p>positive effect on children’s achievement after adjusting for other factors influencing attainment.</p> <p>The authors concluded that in the primary school age range the impact on achievement caused by parental involvement was larger than differences associated with variations in the quality of schools. Furthermore, the scale of this impact was evident across all ethnic groups and social classes.</p> <p>Engagement – wider opportunities checklist – engaging in home learning: https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Parents_and_carers_engaging_in_home_learning_-_A_checklist_for_schools.pdf?v=1701982644</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>https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf?v=1701961515</p>	
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Total budgeted cost: **£127,726.72**

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Below is an assessment and evaluation of our previous years' pupil premium strategy plan

Aim	Outcome
<p>Refine and further improve the quality of teaching across the curriculum via research-informed practice.</p>	<ul style="list-style-type: none"> • Whole school CPD was implemented and is starting to be embedded across the school. • All teaching staff engage in a cycle of instructional coaching as informed by Rosenshine's principles of instruction. • The instructional coaching programme has been implemented across the whole school and ensures that every member of teaching staff has a coach. • School buy in to 'Step Lab' platform to be used in conjunction with instructional coaching program. • Staff training in both understanding of and the teaching of reading and writing was implemented and this is starting to be embedded across the school. • High quality CPD was implemented, ensuring that all staff and especially ECTs were supported in understanding how to fully meet the needs of the most disadvantaged learners. ➔ Reformed planning documentation will now be embedded across the school in order to ensure that children who are considered as disadvantaged are planned for at the point of planning conception as opposed to having adaptations made after the point of conception.
<p>Fine tune knowledge led curriculum and support the development of confident, competent subject leads.</p>	<ul style="list-style-type: none"> • Training and support was implemented and is now in place for new subject leads. • MTPs were implemented for the whole curriculum. These were created by curriculum and subject leads and ensure that there is a clear progression of knowledge across and between year groups and key stages. • Knowledge organisers were created and have now been implemented. These organisers help to support teaching and learning, as well as help to evidence the explicit knowledge that needs to be taught. • Use of the programme 'Carousel' and/or 'Forms' was introduced and this helps to support the assessment of foundation subjects.
<p>Purchase of standardised assessment software and CPD.</p>	<ul style="list-style-type: none"> • Standardised assessment software was purchased. • Training for AHT (Assessment lead) took place, allowing the member of staff to become proficient in administering STAR

	<p>assessments as well as to analyse the data which the assessments generated.</p> <ul style="list-style-type: none"> • Staff member able to roll out assessment across the school. <p>➔ While the processes around assessment and data remains, the decision was made to move to an alternative method of assessment in order for all schools within the trust to use the same.</p>
<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.</p>	<ul style="list-style-type: none"> • A homework working party was introduced. • The policy was reviewed with a focus on ensuring that those who are disadvantaged could access and thrive through engagement with homework equitably. • Trial of 'Purple Mash' for homework tasks took place. The trial was successful leading towards the successful whole-school implementation of the programme. • Disadvantaged learners have been able to revisit, revise and retain key information, leading towards a further improvement in outcomes.
<p>Retain our skilled teaching assistants to support communication, language and literacy skills and take a lead on targeted intervention support including:</p>	<ul style="list-style-type: none"> • The school introduced an EAL programme which benefited children who had English as an additional language, and in particular those children who were also in receipt of pupil premium funding – Race into English programme • Early phonics knowledge was further supported, in particular for those children who were also in receipt of pupil premium funding – RWI intervention programme. This was undertaken in a range of ways, for example, tuition and small groups. • The school phased out RWI and moved to Rocket Phonics, a DfE validated phonics programme as per Trust agreement to secure stronger phonics teaching for all pupils. This had a positive impact on pupils including and in particular those children who were also in receipt of pupil premium funding • Targeted support for dyslexic pupils was put in place which had an impact on all children who engaged with it and in particular those children who were also in receipt of pupil premium funding – Dyslexia Gold Package.
<p>Increase progress and attainment across KS2 for pupils eligible for PP.</p>	<ul style="list-style-type: none"> • Targeted tuition was provided for individuals who were in receipt of pupil premium funding. • Small group intervention work was provided for individuals who were in receipt of pupil premium funding. • Academic coaching was provided for individuals who were in receipt of pupil premium funding. • Positive progress was measured for children, specifically those who were disadvantaged. This also included children who were already high attainers.

Year 3: (% PP EXS/GDS)

Reading

- Class 1 – 75/25
- Class 2 – 20/40
- Class 3 – 40/20
- Class 4 – 0/0

Writing

- Class 1 – 75/0
- Class 2 – 20/20
- Class 3 – 40/20
- Class 4 – 0/0

Maths

- Class 1 – 50/25
- Class 2 – 20/20
- Class 3 – 40/20
- Class 4 – 2/0

Year 4: (% PP EXS/GDS)

Reading

- Class 1 – 25/13
- Class 2 – 0/33
- Class 3 – 38/38
- Class 4 – 20/40

Writing

- Class 1 – 13/0
- Class 2 – 33/0
- Class 3 – 63/0
- Class 4 – 60/0

Maths

- Class 1 – 38/0
- Class 2 – 0/33
- Class 3 – 38/25
- Class 4 – 40/40

	<p>Year 5: (% PP EXS/GDS)</p> <p>Reading</p> <ul style="list-style-type: none"> • Class 1 – 0/50 • Class 2 – 25/25 • Class 3 – 50/25 • Class 4 – 33/0 <p>Writing</p> <ul style="list-style-type: none"> • Class 1 – 0/50 • Class 2 – 0/25 • Class 3 – 50/0 • Class 4 – 0/0 <p>Maths</p> <ul style="list-style-type: none"> • Class 1 – 0/50 • Class 2 – 25/25 • Class 3 – 25/25 • Class 4 – 33/0
<p>Pastoral and inclusion support for pupils relating to mental health, behaviour and wellbeing.</p>	<ul style="list-style-type: none"> • Happy Lunchtime was relaunched for dining supervisors and Y6 prefects. This has a direct impact on the behaviour and attitudes of children, including individuals who were in receipt of pupil premium funding. • Targeted sport/health intervention was provided for individuals who were in receipt of pupil premium funding. • Metcalf sports coaching was provided for individuals who were in receipt of pupil premium funding. • Mental Health Champions Training (Pastoral Support worker and Y5/6 pupils) was provided. This was beneficial for pupils, including individuals who were in receipt of pupil premium funding. • ELSA training and support was provided for individuals who were in receipt of pupil premium funding. • Whole school CPD was delivered by SEMH team. This has been successfully implemented across the school. Trauma Informed practice is now a big part of the school's ethos around behaviour. This has a direct impact on children at the school, including individuals who were in receipt of pupil premium funding. • SEMH Team delivery of 'Restorative Practices' Training – Whole staff CPD. • Therapeutic interventions were provided for individuals who were in receipt of pupil premium funding.

	<ul style="list-style-type: none"> Increased support from the SEMH outreach team was provided for individuals who were in receipt of pupil premium funding. 												
<p>Whole staff training on behaviour management and linked approaches.</p>	<ul style="list-style-type: none"> The school has developed a school ethos of high expectations, respect, resilience and responsibility which has a direct impact on all children, including individuals who were in receipt of pupil premium funding. Behaviour has markedly improved across the school. The school has been actively involved in the DfE Behaviour Hub project since January 2023. This is having a positive impact on all pupils, including individuals who were in receipt of pupil premium funding. This school is embedding a 'Restorative Practices' approach which is having a positive impact on behaviour and relationships, including for those individuals who were in receipt of pupil premium funding. 												
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<ul style="list-style-type: none"> Fewer children overall (19 fewer) who were considered to be persistently absent by the end of the academic year for 2022-2023. Fewer children overall (6 fewer) who were both considered as disadvantaged and also to be persistently absent by the end of the academic year for 2022-2023. <table border="1" data-bbox="593 1043 1465 1422"> <thead> <tr> <th data-bbox="593 1043 1043 1099">2021-2022</th> <th data-bbox="1043 1043 1465 1099">2022-2023</th> </tr> </thead> <tbody> <tr> <td data-bbox="593 1099 1043 1189">Whole school attendance – 93.67%</td> <td data-bbox="1043 1099 1465 1189">Whole school attendance – 94.79</td> </tr> <tr> <td data-bbox="593 1189 1043 1234">Persistent absence - 17.79%</td> <td data-bbox="1043 1189 1465 1234">Persistent absence - 14.26%</td> </tr> <tr> <td data-bbox="593 1234 1043 1279">Number of children - 87</td> <td data-bbox="1043 1234 1465 1279">Number of children - 68</td> </tr> <tr> <td data-bbox="593 1279 1043 1368">PP and PA attendance - 29.89%</td> <td data-bbox="1043 1279 1465 1368">PP and PA attendance - 29.41%</td> </tr> <tr> <td data-bbox="593 1368 1043 1422">Number of children - 26</td> <td data-bbox="1043 1368 1465 1422">Number of children - 20</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Training and release time was provided for staff to develop and implement new procedures The Appointment of a Family Support Worker was made; this member of staff supports with Attendance and works directly with children and families, including and especially including individuals who were in receipt of pupil premium funding. Staff with responsibilities in attendance attend LCC Attendance network meetings and CPD which has created a network of professionals to share best practice with. 	2021-2022	2022-2023	Whole school attendance – 93.67%	Whole school attendance – 94.79	Persistent absence - 17.79%	Persistent absence - 14.26%	Number of children - 87	Number of children - 68	PP and PA attendance - 29.89%	PP and PA attendance - 29.41%	Number of children - 26	Number of children - 20
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<p>Increase and extend meaningful learning opportunities and cultural capital for disadvantaged pupils including:</p>	<ul style="list-style-type: none"> Peripatetic music lessons are in place and are targeted for those individuals who were in receipt of pupil premium funding. Sports clubs and opportunities to represent the school in competition are in place and are targeted for those individuals who were in receipt of pupil premium funding. 												

	<ul style="list-style-type: none"> • Partial payment towards Y6 pupils attending a residential trip – a subsidy that is offered to families of children who were in receipt of pupil premium funding. • A range of experiences beyond the immediate home environment such as trips, visits, visitors and experiences are offered and financial support to attend is offered to families of children who were in receipt of pupil premium funding. • Uniform support – free uniform is offered to families of children who were in receipt of pupil premium funding. • Broaden horizons for future aspirations, including some UKS2 disadvantaged students working at GDS participating in any LA competitions on offer. • Contingency fund is in place and included for any arising factors, specifically for those who are in receipt of pupil premium funding.
<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"> • Appointment of Family Support Worker (Shared with Overdale Infant school) • Retention of Pastoral Support worker (Shared with Overdale Infant school)

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.