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	480
Proportion (%) of pupil premium eligible pupils	61 pupils (12%)
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)	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£108930
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£22050
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*	£130,980

Statement of intent

At Overdale Junior School, our Pupil Premium strategy is designed to eradicate the attainment and progress gap between our pupil premium children and their non-pupil premium counterparts. We recognise that this goal will take time; therefore, we are committed to this aim and ensuring that our strategies are research-based and sustainable.

This document outlines year 2 in our 3-year plan.

As has been for many years, and as indicated in the previous year's report, it is our intention that all pupils, irrespective of their background and/or the challenges that 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 our pupil premium children have access to a variety of opportunities, and as a consequence of this, their aspirations are raised in line with our whole school curriculum intentions and through various extra-curricular activities. This Pupil Premium Strategy explores how our school supports pupils who are considered disadvantaged and how we work together with families to achieve this goal.

In particular, this strategy focuses on attainment and progress in Reading, Writing, and Mathematics. We aim to achieve this objective through a whole-school focus on Quality First Teaching, with an emphasis on strategies for working with disadvantaged children. Additionally, there is a heightened emphasis on language, vocabulary, and reading, which the intended outcome being a positive impact on the progress and attainment of disadvantaged children as well as their counterparts.

Overdale Junior School considers the challenges faced by vulnerable pupils, such as those with a social worker, and implements strategies to narrow the gap for these children, ensuring equitable access to learning. The activities and strategies outlined in this statement also support their needs, regardless of whether they are disadvantaged.

High-quality teaching is at the heart of our approach, with a focus on delivering high-quality CPD for our staff. This enables them to lead their children, particularly those considered disadvantaged, to achieve their best abilities. A key focus of our CPD aims to raise expectations in the areas where our disadvantaged pupils require the most support. This has the greatest impact on closing the disadvantage attainment gap and will benefit 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, particularly in its targeted support through tuition for pupils whose education was most affected by a previous 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. There is some overlap between the challenges we face this year and the challenges we faced last year, however, progress towards eradicating these have been made. We are incredibly proud of our attainment and progress in phonics therefore this gap (previously Gap 2) how been adapted to reflect this.

Challenge number	Detail of challenge
1	Gaps in knowledge across the curriculum remain evident amongst pupils who are considered disadvantaged **though we do see signs of some diminishing of the difference**. This challenge was identified through assessments, data, observations, and discussions with pupils and staff members and remains at the forefront of our strategy. As we enter year 2 of our 3-year strategy, it remains crucial to address these gaps, which have been exacerbated by the COVID-19 pandemic. Despite the strides made in the previous year, we recognise that the impacts of the pandemic continue to affect our pupils' learning. This year, our focus will be on building upon the foundations laid in year 1, implementing targeted interventions and support to bridge these knowledge gaps. By concentrating on tailored support and effective teaching strategies, we aim to enhance the educational outcomes for our disadvantaged pupils and ensure they can achieve their full potential. **High standards of evidence informed, whole-class, bespoke and targeted Quality First Teaching is ever more necessary in every classroom.**
2	Some gaps in the phonics knowledge of our children remain evident amongst pupils who are considered disadvantaged. This challenge was identified previously, and considerable work has gone into supporting and eradicating this gap already. As we recognise that this is an ingrained area of weakness, we will be further embedding phonics knowledge for those who need it, many of whom we have identified as being part of our first 20% readers. Entering year 2 of our 3-year strategy, we acknowledge the importance of continuing to address these gaps. Building on the progress made in the previous year, we will intensify our focus on phonics instruction to ensure that all pupils, particularly the disadvantaged, receive the support they need to close these gaps. This year's efforts will aim to solidify and expand upon the foundations laid, promoting phonics mastery and thereby improving overall literacy skills. **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.**
3	High level of SEMH need within school. A high proportion of our children have experienced significant challenges that continue to be evident across the school. The social, emotional, mental health, and well-being of many of our pupils, particularly disadvantaged pupils, remain a concern. This ongoing challenge has been identified through various assessments, observations, and discussions with children and families, supported by national studies. As we enter year 2 of our 3-year strategy, addressing these impacts remains a critical focus. While we have made strides, and continue to do so, the lasting effects of these challenges still influence our pupils' experiences and progress. Our strategy for this year builds on the foundations laid in the previous year, aiming to further support our pupils'

	recovery and development, ensuring that their needs are met comprehensively and effectively. **Highly effective Pastoral support is ever more necessary, in particular for those children and families who are considered as disadvantaged.**
4	Decreased uptake in pupils taking part or having access to wider enrichment opportunities beyond the school day remains a significant concern. Our assessments, contact with families during and post school closures, observations, and discussions with pupils have identified that this lack of wider enrichment opportunities highlights an inequality in cultural capital and access to broader opportunities. This has also led to increased social and emotional difficulties, particularly for those who are disadvantaged. Addressing this gap is crucial to ensuring all pupils, especially the disadvantaged, can benefit from enrichment activities that foster their holistic development. This year, our focus will build on the previous year's efforts, aiming to enhance access to enrichment opportunities and support the social and emotional well-being of our pupils. **A rich and varied programme of enrichment opportunities is ever more necessary, in particular those who are disadvantaged.**
5	Attendance for pupils who are considered disadvantaged continues to be below that of their non-disadvantaged counterparts. A proportion of disadvantaged pupils are considered to be 'persistently absent'. As we move into year 2 of our 3-year strategy, it is clear that the repercussions of the COVID-19 pandemic still influence attendance patterns. Addressing persistent absenteeism is crucial to ensuring that all pupils have equal access to education and the opportunities it provides. This year, we will build on the strategies implemented in the previous year, focusing on targeted interventions and support systems to improve attendance rates among disadvantaged pupils. By maintaining a robust approach to attendance monitoring and intervention, we aim to close the attendance gap and enhance the overall educational experience for these pupils. **Strengthened Attendance procedures with closer tracking and communication is required for all pupils with attendance challenges, but in particular for those who are disadvantaged.**

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
Effective, evidence informed, bespoke Quality First Teaching to be planned for and implemented across all lessons.	• 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.
An increase in the proportion of disadvantaged pupils achieving the expected standard or above in Reading.	• 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

	• and interest in reading for pleasure amongst disadvantaged pupils leading to improved writing. • KS2 reading outcomes in 2025/2026 to show that disadvantaged pupils (without an EHCP) met the expected standard. • Commitment to the programme 'Accelerated Reader' which is proven to support the teacher in developing children's reading ability and promote reading for pleasure.
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.	• Recruitment of a new 'Reading lead'. • Redevelopment of the reading curriculum. • Training and development for all staff in relation to the new 'reading curriculum' including clear TAFs for each year group. • 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.
An increase in the proportion of disadvantaged pupils achieving the expected standard or above in Writing.	• Recruitment of a new 'Writing lead'. • Redevelopment of the writing curriculum. • Training and development for all staff in relation to the new 'Writing curriculum' including clear TAFs for each year group. • Ongoing understanding and continuous training on the teaching of writing, ensuring that all teaching staff can confidently and effectively deliver Quality First Teaching (QFT), thereby achieving the best outcomes for pupils. • QFT to be customised and focused, with particular consideration for disadvantaged pupils within the classroom.
An increase in the proportion of disadvantaged pupils achieving the expected standard or above in Mathematics.	• 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.

Highly effective Pastoral support for all children, but in particular, for those who are disadvantaged and inclusive of those with SEMH needs.	- 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 - qualitative data from student voice, student and parent surveys and teacher observations - a significant reduction in requests for pastoral support - 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 towards ensuring that those pupils and families who are considered to be disadvantaged can access them.	- Opportunities to engage with clubs and activities through 'Metcalf'. - Opportunities to take part in activities through the HAF project. - Subsidised funding payments towards the End of Year residential for children in Year 6. - 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, for example, team building provided by external provisions.
An increase in school attendance for pupils in the proportion of disadvantaged.	The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. - 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.	• 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. • Active uptake in the opportunities offered by parents and children.

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: £97,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Maintaining a commitment to effective professional development</u> 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. 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. The school has realised and aims to continue providing this through: • 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. • Retain skilled members of staff within the school. The school aims to grow and develop as professionals through engaging with professional	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. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217 High quality teaching: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching 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). https://educationendowmentfoundation.org.uk/news/eef-blog-a-balanced-approach-to-professional-development 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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development The mechanisms can be divided into four key groups: Build Knowledge Motivate teachers	1,2,3

development. Providing cover time so that staff have been able to engage with a range of NPQs and other accredited CPD.	Develop teacher techniques Embed practice	
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. 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. 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.	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. https://educationendowmentfoundation.org.uk/news/new-initiatives-to-improve-teacher-retention and https://d2tic4wvo1iusb.cloudfront.net/production/documents/Teacher-quality-recruitment-and-retention-lit-review-Final.pdf?v=1701989409 High quality teaching: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching https://www.gov.uk/government/publications/early-career-framework	1,2,3
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.	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. Crucially, it is also something that can be changed: all teachers can learn to be better (Wiliam, 2016)'.	1,2,3

Continue to develop strengthen the quality of teaching and learning across the curriculum via research-informed practice to include: • 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	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' Sutton Trust's 2011 report, revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. 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 (d2tic4wvo1iusb.cloudfront.net)	1,2,**3**

and monitor their drop ins and CPD. • 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.		
Continue to develop confident, competent subject leads. • Curriculum leads who are part of the wider leadership team of the school to be employed and trained. • Training and support for new subject leads. • Further developmental work for staff who have been subject leads for a period of time. • Introduction of cross-subject lead 'hub' work across the trust. • Identification of staff members to lead the network hubs from across the school's in the hub. • 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.	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). https://my.chartered.college/impact_article/leading-the-primary-curriculum-developing-subject-leadership-and-expertise/ 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. Young M, Lambert D, Roberts C et al. (2014) Knowledge and the Future School: Curriculum and Social Justice. London: Bloomsbury.	1,2,3,4,5

• Refining and further developing the school's knowledge organisers to support teaching and learning and evidence explicit knowledge to be taught.		

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

Budgeted cost: £22,456

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase progress and attainment for pupils across KS2. 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: • tuition • small group intervention work • coaching • engagement with the National Tutoring Programme.	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: One to one tuition	EEF (educationendow-mentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF Targeted academic support https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	1,2,3
Increase literacy skills through engagement with a range of communication, language and literacy targeted intervention and support programmes. These will include: • 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	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. 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: Oral language interventions	EEF (educationendowmentfoundation.org.uk) 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:	1,2,3

• Accelerated Reader	Phonics | Toolkit Strand | Education Endowment Foundation | EEF	
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.	reading_for_pleasure.pdf (publishing.service.gov.uk)	1,2,3

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

Budgeted cost: £11,524

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral and inclusion support for pupils relating to mental health, behaviour and wellbeing, including: • JLT (Junior Leadership Team) to be launched to include children from across the school in leading areas, for example, eco, anti-bullying and sports • 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.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk) 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): EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	3,4,5

Whole staff training on behaviour management and linked approaches with the aim of developing our school ethos and improving behaviour across school: DfE Behaviour Hub project (January 2023) SEMH Team delivery of 'Restorative Practices' Training – Whole staff CPD	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	3,4,5
Access to alternative provisions.	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). 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' '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).'	3,4,5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. • Training and release time for staff to develop and implement new procedures. • SLT members (HT and DHT) of staff identified as Attendance champions and to oversee	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,2,3,4,5

attendance alongside administrative support from members of the office team		
Increase and extend meaningful learning opportunities and cultural capital for disadvantaged pupils including: • Peripatetic music lessons • Sports clubs and opportunities to represent the school in competition • Partial payment towards Y6 pupils attending a residential trip. • Partial payment towards pupils attending trips/swimming as is appropriate. • 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. • Support with accessing Milk for schools • Contingency fund included for any arising factors.	Increased participation in the arts is evidenced to directly benefit academic learning as well as enjoyment for school thus increasing and improving attendance. 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. 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. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies	3,4,5
Community engagement work between school staff and the parents of children who require additional pastoral and/or wholistic support. • Retention of Pastoral Support worker *(Member of staff works across the Overdale School site and provide support to Overdale Junior and Infant Schools)*	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	3,4

• Targeted social interaction activities. • Targeted team-building workshops, where possible, including inviting family members. • LAC/PLAC coffee afternoons • Parent workshops and parent coffee afternoons	positive effect on children's achievement after adjusting for other factors influencing attainment. 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. 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 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. https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf?v=1701961515	
Engagement of parents in their children's learning, including consideration of any additional family challenges arising post pandemic and during cost of living crisis: • Retention of Pastoral Support worker	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 positive effect on children's achievement after adjusting for other factors influencing attainment.	3,4

| | 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.

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

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.

https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf?v=1701961515 | |

Total budgeted cost: 130,980

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

Outcome
We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.
The data demonstrated that [school would provide an overview of conclusions drawn from this analysis, including reference to school performance measures, once pub-lished].

At Overdale Junior School, our pupils develop detailed knowledge and skills across the curriculum and as a result, they achieve well. This is reflected in our pupils' work as well as our end of year data for Year 6.

Summer 2024 Data		OJS No. pupils	OJS % (2023 comp)	National
Reading	EXS	97/120	81% (+0)	74% (+7)
	GDS	39/120	32% (-5)	
Writing	EXS	89/120	74% (+0)	72% (+2)
	GDS	24/120	20% (+11)	
Maths	EXS	100/120	83% (-1)	73% (+10)
	GDS	38/120	32% (-3)	
Reading, Writing and Maths	EXS	82/120	68% (+0)	61% (+7)
	GDS	13/120	11% (+5)	
Grammar, Punctuation and Spelling	EXS	104/120	87% (+2)	72% (+15)
	GDS	58/120	48% (+5)	

By the time that our pupils leave OJS, we believe that they are ready for the next stage of education (and beyond) and take with them effective learning attitudes, knowledge and skills.

To help us gauge the performance of our disadvantaged pupils, we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently). The data demonstrates that our disadvantaged pupils have

generally performed well although our non-PP still outperform our children who are PP; as always we strive to diminish the difference even further.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour, and wellbeing. The data demonstrated that there has been some improvement in attendance however, as always we strive to diminish the difference further.

We are very proud of the attitudes and behaviours of our children and believe that our children on the whole behave in exceptional ways, irrespective of levels of advantage or disadvantage and this further correlates with the positive trends in academic performance.

With regards to Year 6 PP children specifically, their performance was as follows, each column representing a class, the first 4 representing EXS and the second 4 representing GDS:

Reading		48%	40%	20%	78%	25%		26%	40%	0%	44%	0%
Writing		26%	40%	20%	33%	0%		0%	0%	0%	0%	0%
Mathematics		57%	60%	40%	78%	25%		9%	20%	0%	11%	0%
Combined		22%	40%	0%	33%	0%		0%	0%	0%	0%	0%

Year 5:

Reading		50%	25%	71%	100%	29%		20%	0%	29%	50%	14%
Writing		45%	0%	71%	100%	29%		10%	0%	14%	0%	14%
Mathematics		55%	25%	71%	50%	57%		10%	0%	14%	0%	14%
Combined		30%	0%	57%	50%	14%		5%	0%	0%	0%	14%

Year 4:

Reading		67%	100%	33%	67%	75%		17%	0%	0%	0%	50%
Writing		42%	100%	0%	33%	50%		0%	0%	0%	0%	0%
Mathematics		67%	100%	33%	67%	75%		0%	0%	0%	0%	0%
Combined		42%	100%	0%	33%	50%		0%	0%	0%	0%	0%

Year 3:

Reading		67%	75%	75%	50%	67%		20%	50%	0%	25%	0%
Writing		53%	50%	50%	50%	67%		13%	50%	0%	0%	0%
Mathematics		67%	75%	75%	50%	67%		20%	50%	25%	0%	0%
Combined		53%	50%	50%	50%	67%		13%	50%	0%	0%	0%

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above. Our evaluation of the approaches delivered last academic year indicates that targeted interventions such as ELSA support and the introduction of nurturing principles have been particularly effective in supporting our disadvantaged pupils. However, there is room for improvement in the consistency of these interventions across different year groups.

As is evidenced above, we have reviewed our strategy plan for Pupil Premium spending and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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)

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
The impact of that spending on service pupil premium eligible pupils