



Overdale Infant School Pupil Premium Breakdown – 2016 – 2017

What is Pupil Premium?

The Pupil Premium is funding that comes into schools for the following children:

- Children from low income families who are in receipt of Free School meals (FSM) or have been at any point in the last 6 years;
- Children of service families (£300 per pupil);
- Children who have been looked after for 1 day or more (£1,900 per pupil);
- Children who were adopted from care on or after 30th December 2005 and left care under:
 - a Special Guardianship Order on or after 30th December 2005
 - a Residence Order on or after 14th October 1991

What do Overdale Infant School receive?

Number of Pupils and Pupil Premium Grant 2016 - 2017	
Total number of pupils on roll	332
Total number of pupils eligible for the grant	47
Amount of grant received per pupil	£1320 (LAC £1,900)
Total amount on Pupil Premium funding received	£67,497.40

How is Overdale Infant School making the most of this funding?

Overdale Infant School is committed to raising academic standards of all children. We use Pupil Premium funding to ensure that every child reaches their full potential by providing Quality First Teaching for all, effective interventions and widening opportunities, this ensures that the whole child is catered for and we will be able to break down barriers to learning, prepare children for a successful future.

Objective	Project/Approach	Cost	Evidence and rationale for this choice	Impact/Evaluation
To close the gap between pupils in receipt of pupil premium and those not in receipt of pupil premium nationally in the Early Years Foundation Stage.	Additional teaching assistant in Reception to carry out a range of identified interventions related to the needs of the children. Peer observations KTC Maths Mastery	£14,786	There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. (EEF)	11 PPM children – 1 achieved expected in Numeracy. Progress however from baseline scores is good.
To increase the percentage of children reaching expected level of attainment in reading, writing and maths at the end of Key Stage 1.	Additional Teaching Assistants to carry out a range of identified interventions related to the needs of the children. Peer observations KTC Maths Mastery	£14,786	On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. See above for evidence on Mastery. (EEF)	Reading 1 child achieved expected level of attainment in Reading and Writing. 3 children in Maths achieved expected level. Progress from beginning of Year 2 is good.

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To provide a strategic direction and development of provision for Pupil Premium children with SEN	Range of interventions such as Funtime, Big Moves and Lego Club. Shooting Stars - Additional Provision for children with complex needs led by SENCO.	£14,046	Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact (EEF)	Majority of children made progress in post intervention assessments. Children in Shooting Stars made accelerated progress.
To support their social and emotional development.	Little Treasures Sunbeams Mindfulness	£9,747.40	On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).	Improved Boxall Profile Scores for all children in Nurture.
To enhance the school's behaviour management system.	123 Magic Training Workshops for Parents on 1,2,3 Magic	£270.49	Evidence from EEF suggests that, on average, behaviour interventions can produce moderate	Workshops well attended by parents and staff. Number of critical incidents have reduced. Teachers are spending

			<p>improvements in academic performance along with a decrease in problematic behaviours. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills seem to be equally effective. (EEF)</p>	<p>less time dealing with behaviour and more time teaching.</p>
<p>To develop pupil's language and life experiences through enrichment opportunities for all pupils</p>	<p>Subsidising the cost of school trips to widen the experiences and aspirations. Gardening Club Let's Talk Language Group</p>	<p>£1589</p>	<p>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit). (EEF)</p>	<p>Children have attended trips to the Pantomine, Zoo and Farm. Gardening club grew various fruit and vegetables that they were able to taste and cook in various recipes. Children in Let's Talk were able to have the language and vocabulary they needed to express needs and wants effectively.</p>
<p>To ensure pupils dietary needs are met daily and to develop their understanding of</p>	<p>Weekly cooking sessions for Year 2 Food for life award.</p>	<p>£932.48</p>	<p>It is important for us to widen opportunity for our pupil premium children. Access to weekly cooking</p>	<p>Year 2 have made falafel footballs, mini quiches, and oat</p>

healthy eating			opportunities will help our children to try a range of foods and educate their families in how to eat a balanced diet.	biscuits. Feedback from parents and children has been positive and some children have tried new foods which they haven't tasted before Year 2 have made falafel footballs, mini quiches, and oat biscuits. Feedback from parents and children has been positive and some children have tried new foods which they haven't tasted before
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To ensure all pupils are adequately clothed and have access to educational resources.	Clothing – including uniform, PE kits, coats, shoes. Book bags Books	£1,574.50	There is a general belief in many countries that school uniform supports the development of a whole school ethos and	Parents have responded to the uniform at the start of the year very positively. Uniform is worn by the

			therefore supports discipline and motivation.(EEF) Purchasing uniform for children has had a positive effect at our school. It has helped increase our pupil premium numbers and provides a financial contribution for parents where they can immediately see the benefit.	majority of children at all times.
To extend learning beyond the school day	Happy Lunchtimes Additional equipment purchased for playtime and lunchtime. Funding for one after school club each year. Forest School???? Funky Monkeys Lunchtime Club.	£6754	After school programmes that support and encourage children academically while providing stimulating environments and activities are more likely to have an impact on attainment. (EEF)	New equipment was purchased for Happy Lunchtimes and the number of behavioural incidents have reduced on a Happy Lunchtime day. Following an active lunchtime children are more ready to learn. Funky Monkeys Lunchtime club allowed the children time to process emotions and talk through feelings which meant they were more ready to learn the following day.

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To improve attendance	Regular meetings with EWO Panel meetings HT and DHT working with individual families to improve attendance.	£3017.53	“Schools ensure effective strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including working with families.” (NFER – building blocks to pupil premium success)	School and EWO have had a number of panel meetings and for some families attendance has risen between 10% and 20% more. H.T and DHT have supported families resolve a number of issues that has improved attendance.