



Overdale Infant School Pupil Premium Breakdown – 2017 – 2018

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	360
Total number of pupils eligible for the grant	48
Amount of grant received per pupil	£1320 (LAC £1,900)
Total amount on Pupil Premium funding received	£69,740

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 DHT GLD Writing groups.	£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)	Overall percentage of children achieving GLD increased from 55% in 2016 to 65% this year. 68% of non PP children achieved GLD. 25% of PP children achieved GLD. The pupil premium children who did not achieve GLD were identified with additional needs. Analysis of progress compared to EYFS Baseline data shows that the majority of children make greater than expected progress.
To increase the percentage of children	Additional Teaching Assistants to carry out a range of identified	£14,786	On average, reading comprehension	2018 KS1 results showed an increase

reaching expected level of attainment in reading, writing and maths at the end of Key Stage 1.	interventions related to the needs of the children. Peer observations KTC Maths Mastery Teacher employed on Friday mornings to work with Year 2 groups.		approaches improve learning by an additional five months' progress over the course of a school year. See above for evidence on Mastery. (EEF)	from 39%(2017) to 42.02% (2018) achieving the expected standard. In writing 40.34% achieved the expected standard compared to 49% in 2017. In Maths 42.86% achieved the expected standard compared to 56% in 2017. However analysis of individual progress shows that the majority of children make expected progress throughout the year.
Objective	Project/Approach	Cost	Evidence and rationale for this choice	Impact/Evaluation
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. Liaising with and advising fellow teachers on students with SEN and PP Ensure learning plans for children with SEN and PP are suitable challenging and are reviewed termly	£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	Pre and Post assessments of Interventions show that the majority of children who attended an intervention make expected or greater than expected progress. All children except one made greater than expected progress last year in Shooting Stars.

	<p>with parents and carers. Following the individual progress of each pupil with SEN and PP Coordinating provision for pupils with special educational needs and PP ensuring school based assessments are made readily available Overseeing the records on all pupils with special educational needs and PP Liaising with parents of pupils with special educational needs and PP and ensuring that LA SEN support is made available to those that require it. Increase in Element 3 funding applications.</p>		this impact (EEF)	<p>One child made exceptional progress by making 8 steps progress in one year. PP and other vulnerable groups are identified within plans and provision within the classroom is made to ensure PP children are targeted within small groups.</p>
To support their social and emotional development.	<p>Little Treasures Sunbeams Mindfulness Trauma Training Sensory Room</p>	£9,747.40	<p>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). Children are provided with a relaxing environment with time out of the classroom to reflect and relax.</p>	<p>Post assessment scores for Little Treasures and Sunbeams show that children did make progress in their social and emotional development. Some children no longer needed to attend a nurture group due to having the skills they needed to manage within the classroom. Trauma Training provided staff with knowledge around</p>

				behaviours associated with trauma and as a result staff have been able to support children who suffer with trauma more effectively. Some children made expected or greater than expected progress due to the opportunity to have time in a relaxed nurturing environment.
To enhance planning and provision with a focus on supporting PP higher attainers and vulnerable groups.	Use of Joint Professional Development Project and Peer observations and time to plan together a writing lesson with a focus on Pupil Premium children. Performance Management focus on planning demonstrating provision for PPM children. Ensure all staff in the room are aware of vulnerable groups and their starting points in order to monitor progress more effectively.	£742.60	All staff need to provide activities which add breadth, depth and pace to learning. Support for provision for HA shows differentiation and links to the Cycle of Learning are made explicit in planning. Support to ensure all children's needs met. Children who are MAC or HA are able to articulate their next steps	JPD Project was a success in providing an open dialogue between teachers and opportunities for challenge. Writing lessons were planned and delivered and a focus on PP children and their progress within the lesson was discussed during the feedback session. Performance Management and Pupil progress meetings show that all staff within the room are aware of the vulnerable groups and can evidence what they

				are doing to maximise progress.
To develop pupil's language and life experiences through enrichment opportunities for all pupils	Subsidising the cost of school trips to widen the experiences and aspirations. Gardening Club Let's Talk Language Group	£1589	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)	Letters about trips have been altered to provide an area for parents to indicate that the trip will be subsidised. This means that no child is excluded from our trips and all children benefit from the rich language and learning opportunities a trip offers. The Gardening club has been really successful this year and has provided ample opportunities for children to develop their knowledge of healthy eating, language skills and social interaction. Pre and post language assessment for Let's Talk show that children attending the intervention made expected progress.
To ensure pupils dietary needs are met daily and to develop their	Weekly cooking sessions for Year 2 Food for life award.	£932.48	It is important for us to widen opportunity for our pupil premium children.	We achieved our bronze food for life award and

understanding of healthy eating			Access to weekly cooking opportunities will help our children to try a range of foods and educate their families in how to eat a balanced diet.	we are now working towards our silver award. All Year 2 children attended a number of cooking sessions where they focused on healthy and nutritious snacks.
Objective	Project/Approach	Cost	Evidence and rationale for this choice	Impact/Evaluation
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 therefore supports discipline and motivation.(EEF) Purchasing uniform for children has had a positive effect at our school. It has helped increase our pupil	The take up for free school uniform has increased this year. Parents who are new to the school have commented on how helpful the PP uniform package is.

			premium numbers and provides a financial contribution for parents where they can immediately see the benefit.	
To improve quality first teaching across the school.	Permission to be brilliant – Shonette Basson Wood training – to improve staff wellbeing and encourage them to plan lessons that are motivating, engaging and inspire our children.	£2,242.60	Staff performance will improve due to wellbeing being raised by a motivational speaker. Staff have a number of ideas they can use in class to engage children and maximise progress.	The teacher day from Shonette Basson Wood was hugely successful. It raised staff morale and staff used strategies from the teacher day throughout the year. Staff used material from the day to create motivating and engaging lessons.
To extend learning beyond the school day	Happy Lunchtimes Lunchtime clubs – Fitness, Colouring and Outdoor Learning. Additional equipment purchased for playtime and lunchtime. Funding for one after school club each year.	£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)	Happy lunchtimes were hugely successful last year and the number of lunchtime incidents reduced on the days the happy lunchtime equipment was in use. Lunchtime clubs were hugely successful last year. Fitness club was well attended and some children enjoyed quieter options such as colouring club. Majority of PP children

				accessed one after school club.
Objective	Project/Approach	Cost	Evidence and rationale for this choice	Impact/Evaluation
To improve attendance	Regular meetings with EWO Panel meetings, Fines and Court orders. 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)	Attendance of key children has improved significantly due to work of HT and DHT. A number of panel meetings have taken place and attendance has improved as a result.