



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)	
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 Teacher employed on Friday mornings to work with Year 2 groups.	£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)	

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To provide a strategic direction and development of provision for Pupil Premium children with SEN	<p>Range of interventions such as Funtime, Big Moves and Lego Club.</p> <p>Shooting Stars - Additional Provision for children with complex needs led by SENCO.</p> <p>Liaising with and advising fellow teachers on students with SEN and PP</p> <p>Ensure learning plans for children with SEN and PP are suitable challenging and are reviewed termly with parents and carers.</p> <p>Following the individual progress of each pupil with SEN and PP</p> <p>Coordinating provision for pupils with special educational needs and PP ensuring school based assessments are made readily available</p> <p>Overseeing the records on all pupils with special educational needs and PP</p> <p>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>	£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)	
To support their social	Little Treasures	£9,747.40	On average, SEL	

and emotional development.	Sunbeams Mindfulness Trauma Training Sensory Room		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.	
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	
To develop pupil's language and life experiences through enrichment opportunities for all	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	

pupils			children and pupils from disadvantaged backgrounds (up to six months' benefit). (EEF)	
To ensure pupils dietary needs are met daily and to develop their understanding of healthy eating	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. 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.	
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 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.	
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)	
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)	
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