



Overdale Infant School Pupil Premium Breakdown – 2018 – 2019 – Impact Evaluation

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 2018 - 2019	
Total number of pupils on roll	360
Total number of pupils eligible for the grant	31
Amount of grant received per pupil	£1320 (LAC £1,900)
Total amount on Pupil Premium funding received	£75 460

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 and Key Stage One in writing.	Talk for writing. Staff to use hot and cold tasks to identify next steps and provide targets for precision teaching. Monitoring and evaluation cycle following writing training. Analysis and moderation of hot and cold tasks.	£15,786	EEF found that school staff reported that the project had a positive impact on pupils' writing skills and improved their confidence with teaching writing. Feedback evidence from EEF - Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.	EYFS Pupil Premium Expected Numeracy 42% Reading 33% Writing 8% KS1 Pupil Premium EXS Numeracy 27% Reading 9% Writing 0% Progress of Pupil Premium children is being more closely monitored this academic year.
To increase the percentage of children	Whole school assessment guidelines written by SLT.	£17,000	So a focus on improving assessment and monitoring	Whole school assessment guidelines were

<p>reaching expected level of attainment in Reading, Writing and Maths at the end of Key Stage 1 and F2</p>	<p>Format of Pupil progress meetings changed to enhance level of challenge around what work is being done to ensure more children reach expected levels. Targeted use of teaching assistant time to support vulnerable groups.</p>		<p>practices in school is important for ensuring an accurate picture of student attainment and progress is generated, but it also make the process of evaluating impact robustly an easier and more fruitful one.</p>	<p>formulated and are now used regularly by staff to ensure accurate and consistent judgements. 2019 KS1 results show a 1% increase in reading, a 9% increase in Maths and no change in writing. Progress in reading has risen by 8%, in writing risen by 2% and in maths risen by 1% GLD has risen by 1% to 66% and progress in reception is good with the majority of children making 3 or more steps progress during the year.</p>
<p>To develop children's writing schools by providing a hook and getting children excited about writing.</p>	<p>Teach Rex visit and writing workshops</p>	<p>£500</p>	<p>Talk for writing training outlined the benefits of using a hook to excite and engage children to produce quality writing. Teach Rex – To produce spectacular writing we believe children need to have spectacular ideas, experiences and opportunities.</p>	<p>Teach Rex attended school and all children took part in their workshops. Staff found the quality of writing following the visit was significantly higher. Staff now use hooks to begin writing topics on a more regular basis.</p>

<p>To enhance the environment and provide a broad and balanced curriculum where there is a greater emphasis on play based learning.</p>	<p>Additional Resources purchased to provide pupil premium children with resources linked to their chronological age instead of their developmental age. Change in the environment to create a more efficient learning environment based on the curiosity approach The play based learning approach will allow all children to learn in a relaxed environment and will support children having the social skills needed to learn effectively.</p>	<p>£1,804.04</p>	<p>Positive outcomes have been identified for a range of early learning outcomes including vocabulary, reasoning and early Numeracy.</p>	<p>Two of the four Foundation Stage classrooms were equipped with new/upcycled furniture and resources to provide a calmer and more purposeful environment. This allowed children to interact more with their surroundings and be curious about objects and artefacts they encounter. This was seen to have a positive impact on Foundation Stage writing in these two classrooms with writing percentages being 9% higher for the children in these classes.</p>
Objective	Project/Approach	Cost	Evidence and rationale for this choice	Impact/Evaluation
<p>To continue to provide a strategic direction and development of provision for Pupil Premium children with SEN</p>	<p>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</p>	<p>£14,046</p>	<p>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</p>	<p>Pre and Post assessments of Interventions show that the majority of children who attended an intervention make expected or greater than expected progress.</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/EHC applications.</p>		more closely matched to learners' needs explains this impact (EEF)	
To support their social and emotional development.	<p>Little Treasures</p> <p>Sunbeams</p> <p>Mindfulness</p> <p>Attachment and Trauma Training</p> <p>Sensory Room – renew resources</p>	£9,947.40	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). Children are provided with a relaxing environment with time out of	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.

			the classroom to reflect and relax.	Some children made expected or greater than expected progress due to the opportunity to have time in a relaxed nurturing environment.
To embed a character based curriculum.	Routes to resilience project. Weekly circle sessions focussed on children building their character muscles. Parent launch event	£1,500	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. (EEF)	All classes took part in weekly routes to resilience sessions and all teachers attended training around delivering these sessions. PSHE lead achieved the routes to resilience accreditation. The parent launch event was very successful with positive feedback following the event.
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. The gardening club also achieved the silver food for life award.
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.	Weekly cooking sessions took place for all children in Year 2 and this contributed towards the school gaining their silver food for life award. We will now be working towards achieving the gold award.
To support higher attaining pupil premium children, reach exceeding by the end of the year.	Weekly sessions in Reading and Writing led by a T.A focussing on gathering evidence towards exceeding expectations.	£1,009.05	Small group tuition evidence from EEF. 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	Generally, across the school greater depth in reading stayed the same and close to national expectations. In writing greater depth is below average. EYFS Pupil Premium GDS Reading 8% Numeracy 8% Writing 17%

				KS1 Pupil Premium GDS Numeracy 9% Reading 9% Writing 9%
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.	The take up for free school uniform was good this year. Parents who are new to the school have commented on how helpful the PP uniform package is.
To extend learning beyond the school day	Happy Lunchtimes	£6754	After school programmes that support and encourage children academically while	Happy lunchtimes were hugely successful last year and the number of

	Lunchtime clubs – Fitness, Colouring and Outdoor Learning. Additional equipment purchased for playtime and lunchtime. Funding for one after school club each term.		providing stimulating environments and activities are more likely to have an impact on attainment. (EEF)	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)	The school worked closely with families and the EWO to improve attendance. This will continue next academic year.



New projects/approaches for this academic year.