



Overdale Infant School Pupil Premium Breakdown – 2018 – 2019

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.	

<p>To increase the percentage of children reaching expected level of attainment in Reading, Writing and Maths at the end of Key Stage 1 and F2</p>	<p>Whole school assessment guidelines written by SLT. 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>£17,000</p>	<p>So a focus on improving assessment and monitoring 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>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>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</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>	

	environment and will support children having the social skills needed to learn effectively.			
Objective	Project/Approach	Cost	Evidence and rationale for this choice	Impact/Evaluation
To continue 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>	£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)	

	<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>			
<p>To support their social and emotional development.</p>	<p>Little Treasures Sunbeams Mindfulness Attachment and Trauma Training Sensory Room – renew resources</p>	<p>£9,947.40</p>	<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>To embed a character based curriculum.</p>	<p>Routes to resilience project. Weekly circle sessions focussed on children building their character muscles. Parent launch event</p>	<p>£1,500</p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. (EEF)</p>	
<p>To develop pupil's language and life experiences through enrichment opportunities for all</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</p>	

pupils			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.	
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	

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 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 term.	£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	£3017.53	“Schools ensure effective strategies are in place, respond quickly to poor attendance and provide strong social and emotional	

	attendance.		support, including working with families.” (NFER – building blocks to pupil premium success)	
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New projects/approaches for this academic year.