



Overdale Infant School Pupil Premium Breakdown – 2020 - 2021

What is Pupil Premium?

The Pupil Premium is funding that comes into schools for the following children:
<ul style="list-style-type: none">• 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;
<ul style="list-style-type: none">• Children of service families (£300 per pupil);
<ul style="list-style-type: none">• Children who are looked after by the local authority. (£2,300 per pupil);
<ul style="list-style-type: none">• Children who have ceased to be looked after by a local authority because of:<ul style="list-style-type: none">○ Adoption○ A special guardianship order○ A child arrangement order○ A residence order

What do Overdale Infant School receive?

Number of Pupils and Pupil Premium Grant 2020 - 2021	
Total number of pupils on roll	354
Total number of pupils eligible for the grant	44
Amount of grant received per pupil	£1320 (LAC £2,300)
Total amount on Pupil Premium funding received	£61, 020
Total Spend on Pupil Premium Plan	£62, 329.32 (school to cover additional cost from budget)

Disadvantaged pupil performance overview for last academic year 2019-2020	
% of children achieving a Good Level of Development (GLD) at the end of EYFS	Unknown due to COVID-19 Pandemic and school closure.
% of children achieving Year 1 phonic screening check	Did not take place due to pandemic.
% of children achieving expected standard at end of KS1	
Reading	27%
Writing	27%
Maths	41%
% of children achieving greater depth standard at end of KS1	
Reading	5%
Writing	0%
Maths	9%

Barriers to Achievement
Some children enter the school with low oral language skills, limited vocabulary and speech and language needs.
Some children have limited life experiences outside of school.
Some children start their school life with skills well below age related expectations.
Some children have limited access to reading material at home and do not read regularly at home.
The school is sometimes required to support families with social, emotional and health needs.
Some children have limited access to activities or opportunities outside of their locality.
Attendance levels for some children are below the national average and we have a number of persistent absentees.
For some children aspirations of what they can achieve can be limited.
Some children will have had a traumatic start to early life and will need support to overcome this.
Some children have returned to school following a lockdown period with higher anxiety levels and a regression in both social and academic skills.

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.

Teaching				
Quality first teaching is effective when:				
<ul style="list-style-type: none"> • Teachers have expert knowledge of the subjects that they teach. • Teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion. • Teachers check pupils' understanding effectively and identify and correct misunderstandings. • Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently. • Teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts. 				
Project/Approach	Evidence and rationale for this choice	Implementation	Cost	Impact/Evaluation
For teaching staff to understand and research how children learn and commit knowledge to their long-term memory.	Pedagogical research shows that when teachers understand how children learn they can enhance their learning opportunities in everyday lessons.	Rosenshine's Principles in action training. Staff meeting time. Gap tasks. Joint Professional development.	£98.52	
For teaching staff to identify gaps in learning and respond effectively.	EEF states 'Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support.'	Continuous provision training. Shonette Bason Wood Training. Interventions	£360 £200 TA time to run interventions	
CPD for all Teaching Assistants in	Teaching Assistant training had been identified as a need following	Training Day December 2020	£660	

Continuous provision and wellbeing in education.	performance management meetings.			
For teaching staff to have a thorough understanding the difference between formative and summative assessments and how these can be used to support the progress of pupil premium children.	“A successful assessment system will enable the teacher to understand thoroughly what is expected to be mastered by pupils at any given stage of education and assess their progress towards doing so in a meaningful and fair way.” EEF Through a more rigorous data analysis process teaching staff will be accountable for the progress of children in their class. This will then allow us to equip staff with strategies to improve outcomes.	Pupil Progress Meetings Autumn, Spring and Summer terms. DC Pro data analysis Moderation meetings Autumn, Spring and Summer Terms.	DC Pro data analysis as part of pupil progress meetings. Moderation meetings built into 1265hrs. Literacy Lead and DHT as trained moderators - £400 Total £600	
Joint Professional Development project for all teaching staff. Teachers will plan and prepare a lesson jointly and observe delivery. These lessons will focus on Rosenshine’s principles in action and	JPD Projects previously have been a success in providing an open dialogue between teachers and opportunities for challenge. This was requested as an opportunity by staff through performance management meetings. Pre and post assessments will be carried	Spring Term 2021	JPD cover £2400	

the impact of these for Pupil Premium children.	out to measure the impact of the JPD project.			
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Targeted academic support				
<ul style="list-style-type: none"> 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. To increase the number of Pupil Premium children achieving age related expectations across the school. To ensure all Pupil Premium children make expected or greater progress. 				
Project/Approach	Evidence and rationale for this choice	Implementation	Cost	Impact/Evaluation
Teachers to be trained in pre-teaching strategies and approaches to enable Pupil Premium children to fully access whole class lessons.	<p>When we equip children with the tools and knowledge to contribute and feel valued within lesson, they have a better understanding of a concept and they immediately start making progress.</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>	Training in Spring and Summer term 2021.	£2, 940	
Additional Teaching Assistants to deliver	According to EEF some studies of small group interventions suggest	October 2020 – July 2021	£10,460	

interventions related to needs within each year group.	that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners has a larger impact on pupil progress.			
Comets - Additional Provision for children with complex needs and 1:1 targeted support to deliver box work tasks for specific children.	The group uses a TEACCH approach focussing on the person, their skills and needs based on individualised assessments. “Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.” EEF	August 2020 – July 2021	£20, 400	
External therapy provision.	“Recent meta-analysis has suggested that programmes aimed at promoting pupils’ resilience and wellbeing could have a significant impact on academic achievement.” EEF	January 2021 for 12 weeks	£2, 880	

Wider strategies

- Disadvantaged pupils acquire the knowledge and cultural capital they need to succeed in life.
- To support children’s social and emotional development.
- To extend learning beyond the school day.
- To support the health and well-being of families.
- To ensure all pupils are adequately clothed and have access to educational resources.
- To develop pupil’s language and life experiences through enrichment opportunities for all pupils.
- To ensure pupils dietary needs are met daily and to develop their understanding of healthy eating.
- To ensure all children can access the curriculum and extracurricular activities without restriction.

Project/Approach	Evidence and rationale for this choice	Implementation	Cost	Impact/Evaluation
Sunbeams Mindfulness Attachment and Trauma Training	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.	September 2020 – July 2021	£9, 367	
Subsidising the cost of school trips to widen the experiences and aspirations of children.	Some families struggle to afford payment for trips.	Pupil Premium educational trips are subsidised by the school. Each year group now has a designated budget for enrichment activities to be used for all children. An agreement on the maximum amount for individual trips and total trips in a year made by SLT.	Year group budget £2000 per year. Total £6000	
Happy Lunchtimes Lunchtime clubs – Fitness, Colouring and Outdoor Learning. Additional equipment purchased for playtime and lunchtime.	“The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes.” EEF	September 2021 – July 2021 Monitored by intervention coordinator.	£3500	

Funding for one after school club each term.				
Clothing provided for families including uniform, PE kits, coats, shoes. Book bags Books	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.	September 2020 – July 2021	£1053.80	
Regular meetings regarding attendance Panel meetings, Fines and Court orders. HT and DHT working with individual families to improve attendance.	“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)	September 2020 – July 2021	£660	
Parental engagement with coffee afternoons, reading cafes, open sessions etc.	“Increasing parental engagement in primary schools had on average two to three months’ positive impact.” EEF Parental feedback from informal open sessions and coffee meetings has been overwhelmingly positive and something that many parents engage in.	January 2021 – July 2021	£750	

