



## Overdale Infant School Pupil Premium Impact Evaluation – 2019 - 2020

### What is Pupil Premium?

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

### What do Overdale Infant School receive?

Number of Pupils and Pupil Premium Grant 2019 - 2020	
Total number of pupils on roll	351
Total number of pupils eligible for the grant	34 (this rose to 41 during COVID-19 pandemic)
Amount of grant received per pupil	£1320 (LAC £2,300)
Total amount on Pupil Premium funding received	£56, 640
Total Spend on Pupil Premium Plan	£73, 700.15 (school to cover additional cost from budget)

<b>Disadvantaged pupil performance overview for last academic year 2018-2019</b>	
% of children achieving a Good Level of Development (GLD) at the end of EYFS	31.3%
% of children achieving Year 1 phonic screening check	62.5%
% of children achieving expected standard at end of KS1	
Reading	0%
Writing	0%
Maths	18%
% of children achieving greater depth standard at end of KS1	
Reading	9%
Writing	9%
Maths	9%

<b>Barriers to Achievement</b>
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.

### **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.

<b>Teaching</b>				
Quality first teaching is effective when:				
<ul style="list-style-type: none"> <li>• Teachers have expert knowledge of the subjects that they teach.</li> <li>• Teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion.</li> <li>• Teachers check pupils' understanding effectively and identify and correct misunderstandings.</li> <li>• Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.</li> <li>• 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.</li> </ul>				
<b>Project/Approach</b>	<b>Evidence and rationale for this choice</b>	<b>Implementation</b>	<b>Cost</b>	<b>Impact/Evaluation</b>
To ensure all teachers always deliver quality first teaching through lesson observations, feedback and CPD.	Quality first teaching has a greater impact on disadvantaged pupils than their peers. Therefore, we are invested in delivering quality first teaching throughout the school.	Three cycles of monitoring and evaluation linked to teacher performance management. One cycle per term.		One and a half cycles completed prior to partial school closure due to COVID-19. Positive lesson observation feedback was given to teaching staff and areas for development were addressed.
To fully implement Talk for Writing across the whole school.	EEF found that school staff reported that the Talk for Writing project had a positive impact on pupils' writing skills and improved their confidence with teaching writing.	Initial training for all staff November 2019. Purchase of books and classroom resources linked to Talk for Writing. Literacy Lead to attend training March 2020.	575.83	All Talk for writing staff meetings took place during the year. Staff took part in a Joint professional Development project which focussed on implementation of talk

		Monitoring of Talk for Writing through school monitoring and evaluation cycles.		for writing strategies. Progress was evident from hot and cold tasks. 38% of pupil premium children achieved expected in writing.
CPD for all Teaching Assistants in Guided Reading, PM Benchmarking, End of Year expectations and KTC phonics.	Teaching Assistant training had been identified as a need following performance management meetings.	Training Day December 2019.	£660	This training was delivered to all support staff, feeding into performance management. This has impacted on staff confidence and skills in these areas.
To ensure full use of moderation guidelines for Reading, Writing and Maths which will feed into accurate assessment of children, using DC Pro. Teachers will then identify next steps, discuss needs at pupil progress meetings and plan accordingly.	“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 introduction Spring 2020  Moderation meetings Autumn, Spring and Summer Terms.	Cost of DC pro - £200 Pupil progress and moderation meetings built into 1265hrs.  Literacy Lead and DHT as trained moderators - £400 Total £600	DC Pro is now fully implemented across the school. All staff are familiar with the moderation guidelines and use these accordingly for assessment. Progress of pupil premium children is monitored closely, and interventions are put into place to ensure progress is made and accelerated where possible.

Joint Professional Development project for all teaching staff. Teachers will plan and prepare a lesson jointly and observe delivery. These lessons will focus on progress of Pupil Premium children in writing.	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. This was requested as an opportunity by staff through performance management meetings.	Spring Term 2020	JPD cover £1000	JPD project was completed by all teaching staff. The feedback stated that Pupil Premium children were targeted through questioning in lessons and benefited from suitable scaffolding in lessons.
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<b>Targeted academic support</b>				
<ul style="list-style-type: none"> <li>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.</li> <li>To increase the number of Pupil Premium children achieving age related expectations across the school.</li> <li>To ensure all Pupil Premium children make expected or greater progress.</li> </ul>				
<b>Project/Approach</b>	<b>Evidence and rationale for this choice</b>	<b>Implementation</b>	<b>Cost</b>	<b>Impact/Evaluation</b>
Teachers to be trained in pre-teaching strategies and approaches to enable Pupil Premium children to fully access whole class lessons.	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.	Training in Spring and Summer term 2020.	£2, 940	This was unable to take place due to the partial closure. The training was planned but not delivered. This will be carried over to next academic year.

	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)			
Additional Teaching Assistants to deliver interventions related to needs within each year group.	According to EEF some studies of small group interventions suggest 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.	October 2019 – July 2020	£7845	Teaching assistants were placed within each year group and Lunchtime interventions were structured. This took place until March 2020.
Intervention training for Support staff for Taming Tricky Words, 1, 2, 3 Magic and PECs	As above. Training for specific intervention programmes was identified during Teaching Assistant performance management.	December 2019	£660	Support Staff were trained in all of these areas and now feel more confident to deliver interventions relating to these aspects.
1:1 targeted support to deliver box work tasks for specific children.	"Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average." EEF	Spring 2020	£20, 400	Children identified as needing additional support were able to access box work tasks and more staff have been trained on delivering this.

Shooting Stars - Additional Provision for children with complex needs	The group uses a TEACCH approach focussing on the person, their skills and needs based on individualised assessments.	September 2019 – July 2020	£12,108.70	Shooting stars provision took place until March 2020.
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### 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
Little Treasures 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 2019 – July 2020	£9, 367	<b>Little Treasures and Sunbeams took place until March 2020. Attachment and Trauma training did not take place due to partial closure during COVID-19 pandemic. This is being arranged for the 20-21 academic year.</b>

<p>Subsidising the cost of school trips to widen the experiences and aspirations of children.</p>	<p>Some families struggle to afford payment for trips.</p>	<p>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.</p>	<p>Year group budget £2000 per year.  Total £6000</p>	<p><b>Up until March 2020 school trips were funded for Pupil Premium children. Following March 2020 school trips were unable to take place with the COVID-19 pandemic and partial school closure.</b></p>
<p>Happy Lunchtimes Lunchtime clubs – Fitness, Colouring and Outdoor Learning. Additional equipment purchased for playtime and lunchtime. Funding for one after school club each term.</p>	<p>“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</p>	<p>September 2019 – July 2020  Monitored by intervention coordinator.</p>	<p>£3500</p>	<p><b>Lunchtime clubs took place until March 2020. Additional equipment was purchased for lunchtime. Funding was available for after school clubs but following March 2020 these did not take place.</b></p>
<p>Weekly cooking sessions for Year 2 Food for life award.</p>	<p>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.</p>	<p>December 2019 – July 2020</p>	<p>£5819.32</p>	<p><b>These weekly sessions took place until March 2020.</b></p>



<p>Clothing provided for families including uniform, PE kits, coats, shoes. Book bags Books</p>	<p>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.</p>	<p>September 2019 – July 2020</p>	<p>£814.30</p>	<p><b>All families who qualify claimed a pack of school clothing.</b></p>
<p>Regular meetings with EWO Panel meetings, Fines and Court orders. HT and DHT working with individual families to improve attendance.</p>	<p>“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)</p>	<p>September 2019 – July 2020</p>	<p>£660</p>	<p><b>Regular meetings with EWO took place to March. Attendance for Pupil Premium children was 89.8%</b></p>
<p>Parental engagement with coffee afternoons, reading cafes, open sessions etc.</p>	<p>“Increasing parental engagement in primary schools had on average two to three months’ positive impact.” EEF</p> <p>Parental feedback from informal open sessions and coffee meetings has been overwhelmingly positive and something that many parents engage in.</p>	<p>September 2019 – July 2020</p>	<p>£750</p>	<p><b>These took place until March 2020. They were well attended and parents felt a part of the Overdale School Community. All pupil premium families were contacted regularly during the school closure and some were offered a key worker place due to</b></p>

				<b>qualifying as vulnerable. Support was given with home learning throughout.</b>
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