



## 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"><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 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)

<b>Disadvantaged pupil performance overview for last academic year 2019-2020</b>	
% 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%

<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.
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.

<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>
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	Staff have completed training on Rosenshine's principles and have a greater understanding of how children learn and the barriers that can impact children. This is reflected in teaching strategies used in classrooms.
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	Continuous provision training. Shonette Bason Wood Training. Interventions	£360 £200 TA time to run interventions	Continuous Provision was part of our recovery curriculum due to COVID-19. This was present in all classes in all year groups. Teaching is responsive to children's needs and interventions are formulated to fill the

	can provide targeted academic support.'			gaps in learning. Continuous Provision is now moving to a fluid approach where teachers move between using CP and formal teaching.
CPD for all Teaching Assistants in Continuous provision and wellbeing in education.	Teaching Assistant training had been identified as a need following performance management meetings.	Training Day December 2020	£660	This was not able to run as planned due to lockdown period. Online training and books were used instead.
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	Data was scrutinised far more in the last academic year and this was used to inform planning for teaching and interventions. Moderation sessions were completed with HT and DHT in attendance. Judgements on the whole were accurate. Lockdown has impacted the children's progress and there are significant gaps in children's knowledge which the recovery curriculum will be working towards addressing.
Joint Professional Development project	JPD Projects previously have been a success in providing an open	Spring Term 2021	JPD cover £2400	This was unable to run as planned due to COVID-19

<p>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 the impact of these for Pupil Premium children.</p>	<p>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 out to measure the impact of the JPD project.</p>			<p>and the restrictions surrounding this. Staff meetings did take place on learning and memory. Learning walks were completed and staff were seen to be demonstrating an understanding of Rosenshine's Principles.</p>
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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>
<p>Teachers to be trained in pre-teaching strategies and approaches to enable Pupil Premium children to fully access whole class lessons.</p>	<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</p>	<p>Training in Spring and Summer term 2021.</p>	<p>£2, 940</p>	<p>Due to the pandemic and lockdown/home learning this was not able to take place. In place of this we have begun to develop Knowledge Organisers for subjects which detail core knowledge and vocabulary and can be</p>

	some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit). (EEF)			used to support pre-teaching. These are used within classes and also sent home with children.
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 2020 – July 2021	£10,460	When school was open to children interventions were delivered and children were identified to attend these through formative assessment. During the lockdown period we offered online intervention sessions for those children with individual education plans, Element 3 funding and EHCPs. During the partial closure vulnerable children continued to attend school and benefited from the smaller class sizes and targeted support.
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	Comets provision ran full time following the reopening of school. A number of pupil premium children attending this small group, highly staffed group. The children in attendance made better than average progress academically, emotionally and socially.

External therapy provision.	“Recent <a href="#">meta-analysis</a> 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	Music therapy continued where possible through the pandemic. Pupil Premium children were identified for therapy and this has had a hugely positive impact on their emotional wellbeing. This has enabled them to function well within classroom settings and make good progress as a result of being emotionally regulated.
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<p><b>Wider strategies</b></p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils acquire the knowledge and cultural capital they need to succeed in life.</li> <li>• To support children’s social and emotional development.</li> <li>• To extend learning beyond the school day.</li> <li>• To support the health and well-being of families.</li> <li>• To ensure all pupils are adequately clothed and have access to educational resources.</li> <li>• To develop pupil’s language and life experiences through enrichment opportunities for all pupils.</li> <li>• To ensure pupils dietary needs are met daily and to develop their understanding of healthy eating.</li> <li>• To ensure all children can access the curriculum and extracurricular activities without restriction.</li> </ul>				
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	September 2020 – July 2021	£9, 367	Sunbeams continued in a slightly different format with children remaining in class bubbles. This

	<p>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>allowed for small groups of children to access nurture support within COVID restrictions. While staff worked from home they were provided with trauma and attachment reading material and online training. The appointment of our pastoral lead as enabled us to deliver drawing and talking sessions with children identified as needing support. The Year 2 cohort were introduced to zones of regulation with staff receiving training on this.</p>
<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</p>	<p>Year group budget £2000 per year.</p> <p>Total £6000</p>	<p>School trips were unable to take place due to the pandemic. This will continue once trips are able to run again. The money for each year group was then spent on resources to enrich the curriculum within school and enhance the Continuous Provision.</p>



		trips in a year made by SLT.		
Happy Lunchtimes Lunchtime clubs – Fitness, Colouring and Outdoor Learning. Additional equipment purchased for playtime and lunchtime. Funding for one after school club each term.	“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	The purchase of additional equipment was completed and this equipment enriched the children's experience of playtimes. Behaviour during lunchtime improved which allowed children to be focussed in the afternoon learning. After school clubs ran in the Autumn term only and these were paid for as stated.
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	This was provided for pupil premium families as stated.
Regular meetings regarding attendance Panel meetings, Fines and Court orders.	“Schools ensure effective strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including working with	September 2020 – July 2021	£660	Regular meetings took place. Attendance to online learning sessions was monitored. HT and DHT checked in with children who did not

<p>HT and DHT working with individual families to improve attendance.</p>	<p>families.” (NFER – building blocks to pupil premium success)</p>			<p>attend and vulnerable families. Families who were reluctant for children to take vulnerable school places during the partial closure were worked closely with to ensure the best outcome for the child. Staff worked closely with families to identify the barriers to attendance and reasonable adjustments were made to enable children to attend school. Attendance online and in school improved as a result. Digital devices were provided for families who were not able to access online learning.</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  Parental feedback from informal open sessions and coffee meetings has been overwhelmingly positive and something that many parents engage in.</p>	<p>January 2021 – July 2021</p>	<p>£750</p>	<p>Phonic meetings, SATs meeting and coffee afternoons for foster and adoptive parents all took place virtually due to covid restrictions.</p>

