

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Overdale Infant School
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022 2022 - 2023 2023 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Hayley Holmes
Pupil premium lead	Paula Coplin
Governor / Trustee lead	Heather Powell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,420.00
Recovery premium funding allocation this academic year	£5,220.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1774.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£64, 414.00

Part A: Pupil premium strategy plan

Statement of intent

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. We are able to break down barriers to learning which impact on progress, behaviour and attendance to prepare children for a successful future.

Overdale Infant School has high expectations of all irrespective of their background or the challenges they face. We want all children to know that at this stage in their life they can be anything they want to be and as a school we want to open the door to different possibilities which enhance their standard of life and their career prospects.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set.*
- act early to intervene at the point need is identified.*
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to

	KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	A number of our disadvantaged children have limited life experiences and limited access to activities or opportunities outside of school.
3	Our assessments and observations indicate many of our disadvantaged children start their school life with skills well below age related expectations.
4	A number of our disadvantaged children have limited access to reading material at home and do not read regularly at home.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and families. The school is on occasion required to support families with these difficulties
6	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 3% lower than for non-disadvantaged pupils. 11.36% of disadvantaged pupils have been 'persistently absent' during that period. Currently in 2021-2022 19.5% of Pupil Premium children have attendance below 80% Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	For some children aspirations of what they can achieve can be limited.
8	Some of our most disadvantaged children will have had a traumatic start to early life and will need support to overcome this.
9	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
10	Different pre-school providers and experiences can have a negative impact on the transition to Infant School for some children. Often our disadvantaged children have not had access to pre-school experiences.
12	The proportion of children who are disadvantaged and who also have SEND is high. Currently 2021-2022: Pupil Premium & EHCP - 8.3% Pupil Premium & Element 3 - 5.5% Pupil Premium & IEP - 11.1%

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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<p>For the majority of pupils to meet age related expectations in Reading, Writing and Maths to ensure we add value over time at Overdale Infant School.</p>	<p>Conversations with all staff illustrate that high expectations are held for all, with the highest of expectations for those who are Pupil Premium.</p> <ul style="list-style-type: none"> • 72% or better achieve GLD in Reception. • 85% or better pass the phonics test in Year 1. • 75% or better achieve expected standard or above in Reading by the end of KS1. • 69% or better achieve expected standard or above in Writing by the end of KS1. • 76% or better achieve expected standard in Mathematics by the end of KS1. <p>Targeted interventions will take place for all Pupil Premium children.</p>
<p>Staff have a good understanding of pedagogy to enable them to close the gap between Pupil Premium and non-Pupil Premium pupils.</p>	<p>High quality CPD focussed on effective classroom strategies to enable staff to support all children and specifically Pupil Premium children.</p>
<p>To improve attendance and punctuality.</p>	<p>To reduce the gap between Pupil Premium attendance and non-Pupil Premium attendance which in turn will impact on increasing attainment.</p>
<p>Establish a clear culture for positive behaviour and safeguarding.</p>	<p>DSLs work closely with external agencies to support families in need. Pastoral Lead to deliver a range of interventions to support children's social, emotional and mental health needs. Regular safeguarding meetings and training to ensure a culture of safeguarding.</p>
<p>To ensure every child is prepared for the next phase of their education.</p>	<p>Enhanced and successful transition programme in place for all year groups, this is further enhanced for Pupil Premium children. Children make expected or better progress in each phase based on baseline assessments.</p>
<p>Disadvantaged pupils to acquire the knowledge and cultural capital they need to succeed in life.</p>	<p>Core knowledge agreed and accessed by all. Pre-teaching available for those who would benefit. Knowledge organisers in use for all year groups. Children are given a wide range of opportunities through enrichment activities, e.g. theatre trips, visitors to school and workshops with professionals.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,790.52

Activity	Evidence that supports this approach	Implementation	Challenge number(s) addressed
<i>Whole school CPD and coaching programme to ensure classroom practice (pedagogy) improves over the year. Teachers deliver responsive quality first teaching.</i>	Pedagogical research shows that when teachers understand how children learn they can enhance their learning opportunities in everyday lessons. Tom Sherrington and Oliver Caviglioli Teaching WALKTHRU's.	Core 10 and Gap tasks CPD reading material Instructional Coaching programme	1, 3 and 9.
<i>For teaching staff to identify gaps in learning and respond appropriately (responsive teaching)</i>	"For teachers, awareness of exactly what students need, and responsiveness to this – rather than indiscriminately providing support – is therefore critical. So, responsiveness can help us both to support students and to improve our relationships with them." Harry Fletcher-Wood	Core 10 and Gap tasks CPD reading material Instructional Coaching programme Responsive Planning to needs. Teaching Assistants to have the opportunity to attend Core 10 training.	1, 3, 5, 8 and 9.
<i>For teachers to have expert knowledge of the subjects they are teaching.</i>	Ofsted research defined a 'knowledge-rich' approach as one in which curriculum leaders are clear on the "invaluable knowledge they want their pupils to know" EEF	Curriculum Mapping Curriculum lead meetings Knowledge organisers Agreed core knowledge Staff meetings	1, 2, 3, 9 and 10.
<i>For teachers to use dialogic reading during book talk sessions daily.</i>	"Dialogic reading draws on sociocultural learning theory to suggest that scaffolded interactions between children and adults during reading will result in language gains, particularly with regard to vocabulary development, oral complexity and narrative skills.	Book talk sessions daily. Staff training. Reading spine development. Purchase of high-quality texts.	1, 3, 4 and 9.

	There is also evidence that the experience of dialogic reading correlates with future literacy skills." Watkins, 2018		
<i>Teacher's use assessment to check pupils understanding in order to inform teaching, embed and use knowledge fluently and develop their understanding.</i>	"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.	NFER assessments No more marking Pupil progress meetings DC Pro data analysis Moderation meetings.	3 and 9.

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £39,825

Activity	Evidence that supports this approach	Implementation	Challenge number(s) addressed
<i>Teachers to be trained in pre-teaching strategies and approaches to enable Pupil Premium children to fully access whole class lessons.</i>	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. 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)	Training in Spring and Summer 2022. Purchase of FlashAcademy resources. Employment of a Teacher to deliver pre-teaching sessions and language interventions.	1, 2 and 9.
<i>Additional Teacher and Teaching Assistants to deliver interventions related to needs within each year group.</i>	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	Tutoring programme focussed on reading and writing support. Maths based interventions. October 2021 - July 2022	1, 3, 4, 5, 9 and 10.

	larger impact on pupil progress.	Intervention's coordinator to monitor and track Pupil Premium attendance and progress.	
<i>Comets - Additional Provision for children with complex needs and 1:1 targeted support to deliver box work tasks for specific children.</i>	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	Comets runs each afternoon August 2021 - July 2022. Training on Box work for 1:1 support staff September 2021. SENCo monitors progress of children in attendance.	1, 2, 3, 4, 5, 8 and 9.
<i>External therapy provision.</i>	"Recent meta-analysis has suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement." EEF	Trained Music therapist to attend school once each week August 2021 - July 2022. Sessions will be targeted towards Pupil Premium children who need support with social, emotional and mental health needs.	5, 8 and 9.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,139.20

Activity	Evidence that supports this approach	Implementation	Challenge number(s) addressed
<i>Sunbeams and Little Treasures.</i>	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.	Sunbeams October 2021 Little Treasures January 2022	2, 5, 6 and 7.
<i>To develop the pastoral lead role within school.</i>	ELSAs can help with: loss and bereavement, social skills, communication skills, understanding and regulating emotions, friendship issues and	Pastoral Lead working across Infant and Junior schools. Drawing and Talking sessions being run.	5, 6, 7, 8 and 9.

	<p>bullying, self-esteem and removing barriers to learning.</p> <p>Camden school services.</p> <p>After completion of Drawing and Talking Therapy, children are more able to control their behaviour, better able to access an academic curriculum and most importantly have higher self-esteem; this allows them to thrive in the world around them.</p> <p>www.drawingandtalking.com</p>	ELSA training for two members of staff.	
<i>Restorative practice training available for all staff members.</i>	<p>Becoming a restorative school has many benefits, including increased attendance, reduced exclusions and improved achievement. It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff.</p> <p>www.restorativejustice.org.uk</p>	Training in November 2021	5, 6, 7, 8 and 9.
<i>Subsidising the cost of school trips to widen the experiences and aspirations of children.</i>	<p>Some families struggle to afford payment for trips.</p>	<p>Pupil Premium educational trips are subsidised by the school.</p> <p>Each Key Stage has a designated budget for enrichment activities to be used for all children.</p> <p>Each curriculum lead has responsibility for a budget to provide enrichment and appropriate resources.</p> <p>An agreement on the maximum amount for individual trips and total trips in a year made by SLT.</p>	2, 7 and 9.
<i>Funding for one after school club each term.</i>	<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 2021 - July 2022</p> <p>Monitored by PP lead teacher.</p>	2 and 7.

<p><i>Clothing provided for families including uniform, PE kits, coats, shoes.</i></p> <p><i>Book bags</i></p> <p><i>Books</i></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 2021 - July 2022</p> <p>Provided for families each academic year.</p>	<p>5</p>
<p><i>Regular meetings regarding attendance</i></p> <p><i>Panel meetings, Fines and Court orders.</i></p> <p><i>HT and DHT working with individual families to improve attendance.</i></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 2021 - July 2022</p>	<p>6</p>
<p><i>Parental engagement with coffee afternoons, reading cafes, open sessions etc.</i></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 2021 - July 2022</p>	<p>3, 4, 5 and 8.</p>
<p><i>To embed a culture of safeguarding throughout school and promote programmes of support.</i></p>	<p>“The ultimate goal is to ensure all children, young people and families received the right support at the right time reducing the need for referral to statutory services.” LESP Early Help Guide for Schools</p>	<p>Ongoing during term time and holidays.</p>	<p>2, 3, 5, 6, 7, 8 and 9.</p>

Total budgeted cost: £66,754.72

Total Premium budget: £64, 414.00

Cost covered by school: £2,340.72

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Pupil Premium detailed breakdown can be found online at [Overdale Infant School - Pupil Premium \(overdale-inf.leicester.sch.uk\)](https://overdale-inf.leicester.sch.uk)