



## Overstone Combined School Pupil Premium Strategy Statement

### Summary Information

<b>School</b>	Overstone Combined School		
<b>Financial Year</b>	<b>2020-21</b>	<b>Total PP budget</b>	<b>£36,400</b>
<b>Total number of pupils</b>	<b>240</b>	<b>Number of pupils eligible for PP</b>	<b>29</b>

### Baseline Attainment September 2020 (29 children across the school are in receipt of PP)

	Number of PP children	Pupils eligible for PP % at expected standard or above	Pupils not eligible for PP % at expected standard or above
<b>On Track for EYFS Good Level of Development</b>	3	33%	77.6%
<b>Reading</b>			
Year 1	3	33%	64%
Year 2	1	0%	48%
Year 3	6	20%	35%
Year 4	3	33%	55%
Year 5	9	38%	63%
Year 6	4	75%	61%
<b>Writing</b>			
Year 1	3	33%	76%
Year 2	1	0%	55%
Year 3	6	20%	35%
Year 4	3	33%	55%
Year 5	9	38%	67%
Year 6	4	75%	67%
<b>Maths</b>			
Year 1	3	66%	81%
Year 2	1	100%	59%
Year 3	6	40%	53%
Year 4	3	33%	69%
Year 5	9	50%	58%
Year 6	4	100%	56%

Barriers to future attainment for pupils eligible for Pupil Premium	
SEN	Three children have EHCPs and seven children are on the SEN Monitoring List
Poor home learning environment	Eight children have a poor home learning environment and low aspirations
ACE	Twenty-four children have been through an Adverse Childhood Experience and 13 of these have been referred for SEMH issues.
External barriers	NA
Poor attendance	The average attendance figure for children in receipt of PP was 88.49% in the period January-March 2020, with twelve children being persistently absent. The main factor behind this has been lack of parental engagement.

Outcomes for Academic Year 20/21	Success Criteria
To support the well-being of children in receipt of PP, in order to improve outcomes.	To enable identified children to make accelerated progress in relation to their starting point, thus closing the gap.
Improve PP children's outcomes in reading across the school.	At least 60% of PP children in Y3,4 and 5 achieve age related expectations in reading.
Improve PP children's outcomes in writing across the school.	At least 60% of PP children in Y3,4 and 5 achieve age related expectations in writing.
Improve PP children's outcomes in maths across the school.	At least 60% of PP children in Y3,4 and 5 achieve age related expectations in maths.

Planned Expenditure for 2020-21					
Quality of teaching for all					
Intent	Implementation	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact - When will you review the implementation?
Pupil premium children to reach the expected standard for their year group and / or make at least expected progress from their starting points.	<ul style="list-style-type: none"> <li>PP children to receive high quality first teaching. Class supported by additional staff within the classroom setting as appropriate.</li> </ul>	Research (Maximising the Impact of Teaching Assistants Study) shows that TAs are most effectively used when freeing up the teacher to focus on the children with greater need. This will enable teachers to close the gaps more easily.	<ul style="list-style-type: none"> <li>Review quality of support received within the classroom setting, including the role of the TA throughout the lesson.</li> <li>Data for PP analysed half-termly and reviewed termly in pupil progress meetings.</li> </ul>	Zafra Bendall Kirsty Eales	Half termly
<b>Total budget cost for quality teaching for all</b>					<b>£22,400</b>

<b>Targeted Support</b>					
<p><b>Address the discrepancy of attainment in reading between children in receipt of PP and their peers, particularly in Years 3,4 and 5.</b></p>	<ul style="list-style-type: none"> <li>• Read Write Inc to be fully embedded within the school, including reading books. Training Days for staff.</li> <li>• Hornet, Toe by Toe and RWI interventions to be carried out daily on a 1:1 basis, by either the class-teacher or class TA.</li> </ul>	<p>The identified children are below age-related expectations. Research shows that structured interventions are the most effective.</p>	<p>Tracking children’s reading progress.</p>	<p>Zafra Bendall Dale Bradman</p>	<p>Half termly</p>
<p><b>Address the discrepancy of attainment in writing between children in receipt of PP and their peers, particularly in Years 3,4 and 5.</b></p>	<ul style="list-style-type: none"> <li>• All classes have an additional adult in the mornings to allow the teacher to work intensely with groups to close the gap.</li> <li>• Different methods of recording to be employed to ensure that handwriting difficulties are not a barrier to the content of writing.</li> <li>• Handwriting intervention Write from the Start to be used with focus pupils daily. OT activities to develop fine motor skills to be used where appropriate.</li> </ul>	<p>The identified children are below age-related expectations.</p>	<p>Tracking children’s writing progress</p>	<p>Zafra Bendall Dale Bradman</p>	<p>Half termly</p>

	Theraputty and other resources to strengthen hand muscles to be purchased.				
<b>Address the discrepancy of attainment in maths between children in receipt of PP and their peers, particularly in Years 3,4 and 5.</b>	<ul style="list-style-type: none"> <li>Targeted adult support in lessons. Smaller focus groups in shared bubbles for Maths lessons.</li> </ul>	The identified children are below age-related expectations.	Tracking children's maths progress.	Zafra Bendall Fi Willett	Half termly
<b>Address specific SEN and learning needs for key PP children</b>	<ul style="list-style-type: none"> <li>Identify children working below expectations. Collect entry data for specific intervention. Interventions to be carried out in individual class bubbles.</li> </ul>	<ul style="list-style-type: none"> <li>The baseline data shows that PP children are operating at a significantly lower level to their peers. We want to close this gap.</li> <li>Research from the Education Endowment Fund regarding TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</li> </ul>	Train teachers and TAs to carry out interventions. Provide a framework for recording progress to evaluate effectiveness.	Zafra Bendall	Every 8 weeks. Progress data will be sent to parents.
<b>PP children's emotional wellbeing is improved.</b>	<ul style="list-style-type: none"> <li>A variety of interventions to be provided both by Overstone staff and outside professionals, as appropriate, including Nurture Group, ELSA, Play Therapy, Chit Chat Club, Tea and Toast, Calm Little Minds and</li> </ul>	<ul style="list-style-type: none"> <li>PP children often identified as vulnerable children with specific emotional health and well-being needs. A large proportion (83%) of our PP children have experienced difficult life events including bereavement and family breakdown.</li> </ul>	<ul style="list-style-type: none"> <li>Entry and exit data will be collected to measure progress and ensure that interventions are effective. This includes SDQs for children, teachers and parents to complete and Children's Happiness Scale.</li> <li>Overstone staff providing the interventions have undergone training in</li> </ul>	Zafra Bendall	Termly

	Mindfulness with Art. These will be delivered either 1:1 or in small groups. (Requested by parents, staff or other professionals).		Emotional Literacy Support, Art Therapy and Nurture Group Practice.		
<b>Total budget cost for targeted support</b>					<b>£12,000</b>
<b>Other Approaches</b>					
<b>All PP children to participate in enrichment activities.</b>	Financial support for individual children to access enriched curriculum activities by ensuring PP parents are aware of financial support.	To ensure equality of opportunity for all children.	Monitoring uptake of clubs, music lessons and other enrichment activities and targeting any PP child or vulnerable child that is not currently accessing these.	Zafra Bendall	Termly
<b>Total budget cost for other approaches</b>					<b>£1000</b>
<b>Total allocated budget cost</b>					<b>£35,000</b>
<b>Total unallocated budget for support as identified through the remainder of the academic year</b>					<b>£1000</b>