

Pupil Premium Strategy Statement

1. Summary information					
School	Overstone Primary				
Academic Year	19/20	Total PP budget	£21,210	Date of most recent PP Review	Sept 20
Total number of pupils	121	Number of pupils eligible for PP	13 (including 1 Ever 6)	Date for next internal review of this strategy	September, 2021

2. Current attainment (July 2020)		
<i>This data is following the Covid-19 lockdown when many pupils were learning throughout the summer term on Google Classroom at home.</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% who made at least expected progress in reading	69% (9/13)	72%
% who made at least expected progress in writing	54% (7/13)	72%
% who made at least expected progress in maths	54% (7/13)	68%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Some pupils have personal social and emotional barriers, which inhibit their readiness to learn when coming into school. Some pupils have low aspirations in school and appear less motivated to do well in all subjects.
B.	Progress of pupils in writing and maths was lower than non PP pupils and lower for PP pupils than progress in reading.
C.	It is identified that PP children are falling slightly behind their peers in some subjects and therefore a gap is highlighted
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
B.	Lack of parental support for some pupils; lack of engagement with home learning and lack of support with challenge and homework..

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve the rates of progress in maths and close the gaps in learning due to lockdown for pupil premium pupils.	All pupil premium pupils will make at least expected progress in maths
B.	To improve the rates of progress in writing and close the gaps in learning due to lockdown for pupil premium pupils.	All pupil premium pupils will make at least expected progress in writing.
C.	To provide support for pupils and parents/carers to enable support to be provided for all pupil premium pupils at home.	Parents of pupil premium pupils will all attend parents' evenings and other meetings arranged via school and homework will be completed regularly and to a high standard. School will ensure that all pupil premium pupils have access to a device at home that enables them to complete learning via Google Classroom (Tapestry in EYFS).

D.	Pupil premium pupils will display positive learning behaviours including independence and resilience and they will readily accept challenge.	Pupil premium pupils will display positive attitudes to learning and they will be celebrated for their learning behaviour in class and in well done assemblies. Their work will demonstrate challenge which they will approach positively. High aspirations and ambition will be encouraged.
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5. Planned expenditure

Academic year	2020-21 (13 pupils inc. one Ever 6)	Projected Pupil Premium Budget: £23,175
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes in writing and maths for PP	Literacy curriculum to include extended writing weeks. SIP has a focus on the wider curriculum and more opportunities for structured extended writing within that. Clear progressive maths curriculum and calculations policy.	We identified a need as a school for a greater focus on greater depth writing and for structured writing across the curriculum. We also identified a gap in the progress in maths for PP pupils, particularly during lockdown.	Monitoring by English Lead, Maths lead, Pupil Premium Lead, Head teacher and Governors. Outcomes from assessments, including whole school moderation. Opportunities for cross curricular writing identified on subject overviews and monitoring of writing and maths by SLs during book scrutinies.	Sarah Adams, Dee Dawson, Bridget Roberts	Termly
Maximum outcomes across all subjects.	Targeted interventions to embed knowledge and provide challenge.	During pupil voice, some PP pupils have demonstrated low aspirations and self-belief.	Pupil progress data, PP folder with samples of work, provision maps which include all PP pupils.	Janice Mardell	Termly
Gaps in learning resulting from lockdown will be identified and filled.	KS2 classes will be separated into year groups for some morning sessions to enable more targeted provision to close the gaps. KS1 pupils will receive targeted group interventions.	Smaller groups and separate year groups will enable a greater degree of targeted teaching according to identified need. Better pupil teacher ratios will mean that support for individual pupils will be more accessible.	Clear planning and the progress of individual pupils.	All staff	Half termly (provision maps) and termly (itrack and progress tracking documents)
Positive learning behaviours will be displayed in all pupils. Increased resilience and independence will be evident.	Staff to encourage resilience, independence, etc. Pupils to be rewarded for positive learning behaviours.	Resilience and independence enable pupils to accept challenge and to develop a positive, more confident outlook towards themselves and their work.	Positive learning behaviours will be part of our school ethos. Learning behaviours will be discussed at pupil progress meetings and rewarded with dojo/owl points.	Bridget Roberts	Termly

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Pupil premium pupil outcomes to show high levels of progress and attainment.	Analysis of needs. Individual and group targeted intervention programmes for pupils. Teacher led interventions to be provided.	1:1 and small group support has had a positive impact on outcomes for pupils. Teacher led interventions are the most effective. Beanstalk readers – 1:1 reading and activities.	Interventions and their impact will be monitored through work scrutiny and progress data. Pupil premium pupils are all monitored on provision maps.	JM BR TC SA	Ongoing.
Homework tasks to be completed to a high standard.	Meetings with parents to identify issues and provide advice and help with resources. Access to breakfast club/time in school outside curriculum time to complete tasks. Access to Google Classroom.	For some pupils, a quiet space is not available at home. For some parents, any extra resources needed may not be financially accessible. More support is needed to ensure challenge is present for all pupils, including high achievers.	Outcomes in homework tasks will be monitored. Progress data.	BR	January and April 20
Number of lates to decrease for those pupils for whom this is an issue.	Meetings with parents to identify issues and provide advice. Targets to be set.	Attendance and punctuality for individuals has previously improved with regular contact with parents and with targets to achieve.	By tracking attendance of individuals.	JM	Ongoing
To improve writing outcomes for pupils.	Interventions led by English lead. Extended writing weeks and focus on cross curricular writing opportunities across the curriculum.	Use of staff expertise in teacher led interventions has proved to have maximum impact on outcomes for pupils.	Monitoring of sessions and tracking of pupil progress.	SA	July 2019
To ensure maximum outcomes in all areas.	1:1 and small group teacher-led support, partly funded through PP funding.	Outcomes show good progress with 1:1 and small group support targeted to specific learning needs.	Careful recruitment of staff, specific individualised targets and regular evaluation of impact.	JM	July 2019

Total budgeted cost £20,406

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil premium pupils will have equal access to extracurricular activities.	Fund an extracurricular activity for all pupil premium pupils.	To provide opportunities to develop an interest or discover a talent.	Every pupil premium pupil will have access to at least one extracurricular club. (Sports clubs may be funded via Sports Grant.)	BR	January 2021
Residential visits will be experienced.	Residential visits to be part funded for pupil premium pupils.	The development of social skills and to broaden experiences outside the home.	Every KS2 pupil premium pupil will take part in the annual residential trip.	BR	June 2021
Pupil premium pupils will have school milk daily.	To fund cool milk for schools for pupil premium pupils.	Nutritional value.	Record which pupils have milk	Office staff	Ongoing

Pupil Premium pupils will access school visits.	School will fund class trips for PP pupils.	Visits will enrich life experiences for PP pupils.	Class trips will be planned to enhance the curriculum.	Class teachers	Ongoing
Total budgeted cost					£3448

1. Review of expenditure	
Previous Academic Year	2019-20
<p>In the 2019-20 academic year, in the first 2 terms, before lockdown, only one pupil premium pupil did not make their progress in maths and one in reading. All pupil premium pupils made expected progress or more in writing up to this point. As shown above, the picture did change during lockdown and we will work to address this during the coming school year. The effective allocation of funding had a positive impact on outcomes for most PP pupils while they were still in school.</p>	

JM
September 2020.