

## Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Overstone Primary School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2025-2026 of 2025-28
Date this statement was published	December 25
Date on which it will be reviewed	October 26
Statement authorised by	Kaajal Mushtaq Headteacher
Pupil premium lead	Kaajal Mushtaq Headteacher
Governor / Trustee lead	Ellen Higgs Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,504
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total funding amount	£38,504

# Part A: Pupil premium strategy plan

## Statement of intent

At Overstone Primary School, our aim is to ensure that every child is able to maximise their potential and achieve highly. We are committed to providing all pupils with the skills, opportunities and resources they need to thrive, both academically and personally.

We recognise that some children in receipt of Pupil Premium funding may face additional barriers which can impact their learning and progress. As a school, we are determined to identify these barriers early and provide targeted, research-informed support to help pupils overcome them. Our ultimate aim is to eliminate any attainment gap between pupils who are eligible for Pupil Premium funding and their peers.

Throughout their time at Overstone, we want all Pupil Premium children to gain the knowledge, confidence and skills needed to be successful learners and responsible citizens. Through high-quality first teaching, close monitoring of progress and timely intervention, we strive to ensure pupils develop strong communication skills, are able to engage in purposeful conversation, and feel confident to contribute their own well-informed ideas, opinions and suggestions.

Our strategy is built on high expectations for every child, a deep understanding of individual needs and a commitment to ensuring all pupils leave Overstone with high aspirations, ambition and a belief in their own potential.

## Challenges

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

Challenge number	Detail of challenge
1	Some pupils enter at a lower baseline in language acquisition, vocabulary and early communication skills.
2	Some disadvantaged pupils also have additional needs, including specific learning difficulties, SEND or safeguarding vulnerabilities, which can further impact progress.
3	Gaps in core knowledge and fluency (phonics, reading stamina, mathematical fluency).
4	Limited access to wider enrichment, cultural capital opportunities and home learning resources.
5	Social, emotional and mental health needs impacting focus, resilience and engagement.
6	Lower attendance for a small proportion of disadvantaged pupils.

## 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
Improved early language and communication skills, especially in EYFS and KS1.	Pupils show improved vocabulary, articulation and confidence; baseline-to-end-of-year gaps narrow; improved early reading and writing outcomes. (1)
Disadvantaged children with specific learning difficulties and needs maximise their potential and achievements.	Pupils making at least expected progress from their starting points. For Pupil Premium pupils, targeted focus areas include foundational skills such as phonics, reading fluency, transcriptional skills, and punctuation. (2,5)
To improve the rates of progress in reading and writing to close the gaps in learning for pupil premium pupils compared to their peers.	Gaps narrow at each assessment point; disadvantaged pupils achieve increasingly in line with peers; improved reading ages and maths fluency. (1,3)
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 engage and attend parents' evenings and other meetings arranged via school and homework will be completed regularly and to a high standard, compared with non-pupil premium.
Improved emotional wellbeing, resilience and readiness to learn.	improved engagement in class; positive teacher and pupil feedback.
To improve the punctuality and attendance of Pupil Premium children.	Pupil premium children will display higher levels of attendance and reduced number of persistent absentees and late marks in the register, compared to previous years.

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and Implementation of the RWi Phonics and Writing Framework for English. Focus on foundational knowledge such as transcription skills, early reading and fluency in reading and writing. Clear progressive writing curriculum with consistent teaching of spelling and handwriting.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils. <a href="#">Phonics   EEF</a>	3
Regular review and progress meetings utilising data tracking and additional support to close gaps in reading, writing and maths in learning for Pupil Premium pupils.	Centre for Evaluation and Monitoring at Durham University has published recommendations for using data to raise achievement <a href="https://www.cem.org/blog/10-top-tips-for-using-data-in-schools">https://www.cem.org/blog/10-top-tips-for-using-data-in-schools</a>	2 & 3
Whole staff training on de-escalation strategies to encourage higher levels of self-awareness, tolerance and engagement.	<a href="#">Improving Behaviour in Schools   EEF</a>	2 & 5
Adaptive Teaching through the use of Teaching Assistants and support in class so pupils develop knowledge and independent learning habits	EEF guidance report on making the best use of teaching assistants shows that collaboration between teaching assistants and teachers is an effective deployment of teaching assistants. The EEF guidance report also shows that teaching assistants need to be adequately prepared for their role when in the classroom. <a href="#">Deployment of Teaching Assistants   EEF</a>	1, 2, 3 & 5

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

Budgeted cost: **£26,004**

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality CPD in early language, vocabulary development, explicit teaching approaches and adaptive teaching for SEND.	EEF: High quality teaching has greatest impact on disadvantaged pupils; strong evidence for explicit vocabulary instruction and adaptive practice.	1 & 2
Investment in early reading (RWI), reading fluency, maths mastery and retrieval practice.	Builds secure core knowledge and reduces attainment gaps.	1 & 3

Use of additional adults to support adaptive teaching and access to learning for pupils with SEND or safeguarding needs.	Ensures tailored scaffolding and reduces barriers in class. <a href="#">Teaching and Learning Toolkit   EEF</a> <a href="#">Deployment of Teaching Assistants   EEF</a>	2 & 3
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.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	2 & 4
Meetings with parents to identify issues regarding lateness and attendance and provide advice/set targets. Access to breakfast club.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	6
Regular meetings with Family Support Worker or SENCo	<a href="https://www.sec-ed.co.uk/best-practice/send-pupil-premium-parents/">https://www.sec-ed.co.uk/best-practice/send-pupil-premium-parents/</a> <a href="https://assets.markallengroup.com//article-images/220125/Supp-SEN-SecEd-Oct2019.pdf">https://assets.markallengroup.com//article-images/220125/Supp-SEN-SecEd-Oct2019.pdf</a>	2 & 5

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

Budgeted cost: **£12,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early language intervention in EYFS.	Strong evidence of accelerating language for lowest baseline pupils.	1
1:1 and small-group tutoring in phonics and reading fluency.	EEF: small-group tutoring +4 months; one-to-one +5 months.	1 & 3
Fund an extracurricular activity for all pupil premium pupils.	Provision of a range of initiatives to extend children's experiences <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> . Education Endowment Trust Toolkit	4
Breakfast/lunchtime support to improve readiness to learn.	Contributes to better concentration and engagement.	5 & 6
Part fund residential for pupil premium pupils.	Provision of a range of initiatives to extend children's experiences see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> . Education Endowment Trust Toolkit	4
Fund cool milk for schools for pupil premium pupils.	<a href="https://www.snma.org.uk/research">https://www.snma.org.uk/research</a>	4
Breakfast Club and school meals support	Providing free or subsidised Breakfast Club places and access to nutritious meals supports pupils' physical wellbeing, improves concentration, and ensures pupils start the day settled and ready to learn. Breakfast provision also supports families with routines and punctuality, contributing to improved attendance.	5 & 6
Fund class trips for PP pupils.	Provision of a range of initiatives to extend children's experiences see <a href="#">The pupil premium: how schools are spending the funding</a>	4

	<a href="#">successfully - GOV.UK</a> . Education Endowment Trust Toolkit	
Beanstalk readers weekly	Evidence from Pupil Voice	2
Support outside agency involvement to offer advice and strategies for individual pupil premium pupils B Motley – EHA coordinator	<a href="https://www.sec-ed.co.uk/best-practice/send-pupil-premium-parents/">https://www.sec-ed.co.uk/best-practice/send-pupil-premium-parents/</a> <a href="https://assets.markallengroup.com//article-images/220125/Supp-SEN-SecEd-Oct2019.pdf">https://assets.markallengroup.com//article-images/220125/Supp-SEN-SecEd-Oct2019.pdf</a>	5
Close attendance monitoring, early help, home visits, family support.	Improving attendance strongly correlates with improved attainment.	6

**Total budgeted cost: £38,504**

## 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 2024 to 2025 academic year.

Pupil Premium children have received targeted support across a range of areas to ensure that their progress and achievement are in line with their peers.

Funding has been used to employ an additional support staff member who works specifically with disadvantaged pupils, delivering 1:1 and small-group interventions tailored to their needs.

Pupil Premium funding has also enabled 1:1 reading support throughout the year via the Beanstalk programme, helping to improve reading fluency and comprehension.

Children have benefitted from individual and small-group wellbeing support, and families have received additional guidance and assistance from an allocated Family Support Worker funded through the Pupil Premium.

The funding has also ensured that disadvantaged pupils were able to access enrichment experiences, including the residential trip to PGL and year group trips. These opportunities involved team-building and physically and mentally challenging activities, which contributed to increased confidence, resilience, and overall wellbeing.

Throughout the year, Pupil Premium funding has supported participation in sports and activity clubs, promoting physical and mental fitness, and has provided healthy breakfasts at breakfast club to support readiness to learn and overall wellbeing.