

Overfields Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	56.1% (110 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022 – 2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs T Watson Head Teacher
Pupil premium lead	Mr C Johns Deputy Head Teacher
Governor / Trustee lead	Mrs Lisa Noteyoung

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,350
Recovery premium funding allocation this academic year	£17,110
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£169,460

Part A: Pupil premium strategy plan

Statement of intent

At Overfields Primary School, our ultimate objectives for disadvantaged pupils is that they complete their primary education having reached the same levels of achievement and enjoyment as their peers. This means that they are well prepared both academically and socially to begin secondary education so that they can look forward to a successful and fulfilling future both at school and beyond.

Our Pupil Premium strategy works to achieve this objective through:

- *High-quality teaching*
- *Targeted academic support in the classroom.*
- *Wider strategies that support families, improve pupil's mental health and well-being and provide exposure to new opportunities and experiences.*

The key principles of our strategy are to improve the quality of teaching through rigorous self-evaluation and school improvement and to ensure disadvantaged pupils are closely monitored and receive support and intervention quickly and effectively. The school makes every activity, event and opportunity available for all pupils regardless of their level of disadvantage and can call upon a network of service providers to support children and families.

The school is working to provide a programme of contextual safeguarding education, bespoke to our school's location and character, to enable our pupils to develop the awareness and skills they need to make correct choices and to stay safe.

We are improving our school website to enable parents a greater insight into their child's learning and to help them to support this more effectively.

Challenges

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

Challenge number	Detail of challenge
1	Standards on entry to school remain low, particularly with regard to language and vocabulary.
2	In 2022, there was a significant attainment gap for disadvantaged pupils in the Year 1 Phonics Screening Check. Our disadvantaged pupils did not achieve as well as disadvantaged pupils nationally.
3	Although in KS1 and KS2, our disadvantaged pupils generally achieved as well if not better than disadvantaged pupils nationally, they did not achieve as well as non-disadvantaged pupils. Progress for disadvantaged pupils remains good, however attainment, particularly in writing could be improved.
4	The emotional health and well being of disadvantaged pupils is negatively affected by issues with attendance at school, access to support services, opportunities for curriculum enrichment and social deprivation.
5	Limited opportunities to visit local areas of interest and to support pupil's learning outside of the classroom.
6	The high deprivation of the area surrounding the school can impact on pupil's safety and emotional health and well-being

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
<p>The quality of phonics teaching for all pupils, including 'catch-up' phonics for Year 2,3 and 4 will be improved.</p> <p>Children requiring 'catch-up' phonics will be identified and given support.</p>	<p>The attainment of disadvantaged children matches non-disadvantaged children in school in the Year 1 Phonics Screening Check.</p> <p>The new approved phonics scheme will be fully implemented across all relevant year groups.</p> <p>The attainment gap between disadvantaged children and non-disadvantaged children nationally is reduced.</p>
<p>The quality of the teaching of writing will be improved by implementing a new approach across school.</p>	<p>The attainment gap in writing between disadvantaged children and non-disadvantaged children nationally is reduced.</p>
<p>The attendance of disadvantaged children is increased.</p>	<p>Attendance of disadvantaged children will be in line with or better than the national average.</p>
<p>Disadvantaged children experience a full range of extra-curricular activities, visits and curriculum enhancements.</p>	<p>All disadvantaged children are given the opportunity to attend all trips, residential visits and extra-curricular activities regardless of family circumstances.</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: £52,426

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor effectiveness of the new approved phonics scheme and provide additional training for staff, particularly in use of 'catch-up' resources.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3
Close monitoring and assessment of disadvantaged groups	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,3
Improved ICT and curriculum resources	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf	1,2,3

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

Budgeted cost: £58,513

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality one to one and small group provision.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,3
Provide effective tutoring in phonics and phonics 'catch-up'	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3

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

Budgeted cost: £58,521

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of breakfast club for disadvantage children.	https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=breakfast	4,6
Close monitoring of the attendance of disadvantaged children and provision of support to families.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance	4
Funding of a range of curricular and extra-curricular visits, visitors to school and residential experiences.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term=enrichment https://www.schooltravelforum.com/media/1330/the_benefits_of_outdoor_learning.pdf	5,6
Access to range of professional support services including psychological service, learning support and counselling.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning	5,6
The school will have a accurate contextual safeguarding picture for its pupils and a bespoke programme of safeguarding education to address these issues.	https://www.contextualsafeguarding.org.uk/our-work/research/research-projects/reach-impact/	6

Total budgeted cost: £169,460

Part B: Review of outcomes in the previous academic year

Pupil Premium allocation for 2021-2022 was £142,570

Recovery Premium allocation for 2021-2022 was £16,530

The following priority areas were identified in our 2021-2022 Pupil Premium & Recovery Premium Plan:

TEACHING

Priority	Progress
Improved teaching and learning in all year groups.	<p>Maths Teaching for Mastery CPD completed.</p> <p>CPD for new phonics scheme started.</p> <p>CPD & continued support for subject leads completed.</p> <p>Curriculum development continued with emphasis on refining medium term planning and website development.</p>
Close monitoring and assessment of disadvantaged groups	<p>Pupil premium pupils' access to school-led tutoring monitored weekly through the year, monitored by DHT.</p> <p>School-led tutor provided 1093 hours of tutoring to a total of 66 pupil premium pupils.</p> <p>Statutory assessment show School Disadvantaged pupils performing better than non-disadvantaged pupils both at school, TSDC* and National level.</p>
Improved ICT and curriculum resources	<p>New iPads purchased for Y3/4 and KS1.</p> <p>Oculus VR headsets purchased.</p> <p>New interactive whiteboards purchased and installed in EYFS & KS1</p> <p>All teaching staff provided with new laptop.</p> <p>New online teaching resources purchased for use across school (eg WordShark, SpellingFrame)</p>

**The School Data Company – provides data comparison with cohort of 220 schools*

TARGETED ACADEMIC SUPPORT

Priority	Progress
High quality one to one and small group provision.	<p>Targeted small group and one to one support provided in all year groups for reading, writing, phonics and maths.</p> <p>School-led tutor provided 2077 hours of tutoring to a total of 1.5 pupils of which, 1093 hours of tutoring was provided for a total of 66 pupil premium pupils.</p>

WIDER STRATEGIES

Priority	Progress
Provision of breakfast club for disadvantage children.	Daily breakfast club provision including free access for targeted pupils.
Close monitoring of the attendance of disadvantaged children and provision of support to families.	2021-2022 attendance for Pupil Premium children, 91.8%. Attendance gap between Pupil Premium and Non-Pupil Premium 1.6%, reduced from 3.1% (2020-2021). Family support and attendance worker appointed, July 2022
Funding of a range of curricular and extra-curricular visits, visitors to school and residential experiences.	Residentials to Pickering and Teesdale complete. £25 contribution to trips and visits costs for every pupil in Nursery to Y6
Access to range of professional support services including psychological service, learning support and counselling.	Time 4U counselling service in school each week Psychological and learning support assessments complete for targeted children.