

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	187
Proportion (%) of pupil premium eligible pupils	57.8% (108 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023 – 2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
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	£154,230
Recovery premium funding allocation this academic year	£16,240
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	£170,470

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.

During 2023-2024, we will be focusing on improving our feedback to pupils about their learning to improve pupil progress. We will also be working to improve our provision around reading for pleasure, given the links between engaging with reading and improved social, emotional and economic benefit.

The school is continuing to provide subsidised opportunities for pupils to experience a range of curriculum and residential visits. Indeed, 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.

Going to school in an area of such high deprivation can present many challenges to a child's mental health and well-being. We want to be able to identify and track our pupil's mental health and well-being to enable us to provide the most effective support. Without a good level of mental health, children will not learn 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	Engagement with reading as a pleasurable activity is decreasing and pupils are not able to access the social, emotional and economic benefits that engagement in reading are proven to bring.
3	Although in EYFS, 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, particularly in Key Stage 2 Maths and in Reading, Writing and Maths combined.
4	There is no measure of pupil's mental health and well-being in school and pupils with low or declining mental health are not tracked. There is little coordination in the provision of support for pupils in terms of mental health at a school level.
5	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.
6	Limited opportunities to visit local areas of interest and to support pupil's learning outside of the classroom.

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 attainment in reading, writing and maths for disadvantaged pupils at Key stage 2.	KS2 outcomes will show a reduction in the attainment gap between school disadvantaged and national non-disadvantaged pupils.
Pupil's engagement in reading for pleasure activities is increased.	When surveyed, pupils rating of reading as an independently chosen activity will increase.
The attendance of disadvantaged children is increased.	Attendance of disadvantaged children will be in line with or better than the national average.
All extra-curricular activities, visits and curriculum enhancements are 'poverty proofed' and made available to all pupils and families.	All disadvantaged children are given the opportunity to attend all trips, residential visits and extra-curricular activities regardless of family circumstances.
School will have a clear picture of each pupil's mental health and well-being, be able to track any changes and direct support where necessary.	<p>School will develop a mental health tracking system.</p> <p>School will engage in partnership working with HeadStart (South Tees) mental health and well-being programme.</p> <p>School will establish a group of pupils to work as 'HeadStarters' – emotional health champions.</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: £28,106

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce Reading Explorers Scheme into Y2 to Y6	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://assets.publishing.service.gov.uk/media/650c93fe27d43b0014375b64/The_reading_framework.pdf	1,2,3
Close monitoring and assessment of disadvantaged groups	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,3
Review and improve the formative assessment strategies used during lessons. Provide CPD and new IT resources to support teacher's assessment practice.	https://educationendowmentfoundation.org.uk/news/eef-blog-cognitive-science-more-than-just-a-quiz?utm_source=/news/eef-blog-cognitive-science-more-than-just-a-quiz&utm_medium=search&utm_campaign=site_search&search_term=quiz	1,2,3

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

Budgeted cost: £70,002

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	1,2,3
Provide effective tutoring and small group support in phonics and phonics 'catch-up'	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3
Provide targeted reading comprehension support for low ability readers using the Reading Explorers scheme.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://assets.publishing.service.gov.uk/media/650c93fe27d43b0014375b64/The_reading_framework.pdf	1,2,3

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

Budgeted cost: £73,362

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	3,5
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	1,3,5
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	1,3,5
Establish partnership with Headstart (South Tees Public Health Initiative) and deliver mental-health resources and training to staff, parents and pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://www.wcpp.org.uk/wp-content/uploads/2018/04/PPIW-Report-Promoting-Emotional-Health-Well-being-and-Resilience-in-Primary-Schools-Final.pdf	3,4,5
Instigate a tracking system into school to monitor pupil's mental health. Provide an improved resource base for teacher, parents and pupils to support mental health issues.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://www.wcpp.org.uk/wp-content/uploads/2018/04/PPIW-Report-Promoting-Emotional-Health-Well-being-and-Resilience-in-Primary-Schools-Final.pdf	3,4,5
Increase the popularity of reading as an independent activity among the pupils. Pupils are exposed to an environment and activities that promote and model reading for pleasure.	https://assets.publishing.service.gov.uk/media/650c93fe27d43b0014375b64/The_reading_framework.pdf https://read.oecd-ilibrary.org/education/21st-century-readers_a83d84cb-en#page1 https://read.oecd-ilibrary.org/education/reading-for-change-performance-and-engagement-across-countries_9789264099289-en#page1	1,2,3,5

Total budgeted cost: £170,470

Part B: Review of outcomes in the previous academic year

Pupil Premium allocation for 2022-2023 was £152,350

Recovery Premium allocation for 2022-2023 was £17,110

The following priority areas were identified in our 2022-2023 Pupil Premium & Recovery Premium Plan:

TEACHING

Priority	Progress
Monitor effectiveness of the new approved phonics scheme and provide additional training for staff, particularly in use of 'catch-up' resources.	Monitoring programme of staff delivering whole class phonic sessions and rapid catch up sessions completed in the autumn and spring term. CPD provided for staff delivering Rapid Up Catch sessions Phonics Lead regularly analysing data and meeting holding pupil progress meetings with staff delivering phonics
Close monitoring and assessment of disadvantaged groups	Attendance for disadvantaged pupils increased by 1.13% from 2021-22. Significant improvement in attendance for disadvantaged pupils in September Overall attendance for disadvantaged pupils remains below non-disadvantaged pupils.
Improved ICT and curriculum resources	New iPads provided for KS1 pupils

TARGETED ACADEMIC SUPPORT

Priority	Progress
High quality one to one and small group provision.	Small group provision for reading, writing, maths and phonics provided in all year groups. School-led tutoring programme delivered a total of 1793 hours of tutoring to 112 pupils during 2022-23.
Provide effective tutoring in phonics and phonics 'catch-up'	School led tutoring provided 1208 hours of phonics and early reading tutoring to 63 pupils in years 1 to 3

WIDER STRATEGIES

Priority	Progress
Provision of breakfast club for disadvantage children.	Daily breakfast club provision, cost to parents remains at 2021/22 level. Free access provided for targeted children.
Close monitoring of the attendance of disadvantaged children and provision of support to families.	Attendance for disadvantaged pupils increased by 1.13% from 2021-22. Significant improvement in attendance for disadvantaged pupils in September Overall attendance for disadvantaged pupils remains below non-disadvantaged pupils.
Funding of a range of curricular and extra-curricular visits, visitors to school and residential experiences.	Residentials to Pickering and Teesdale complete, cost to parents reduced by 55%. £25 contribution to curriculum 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.
The school will have an accurate contextual safeguarding picture for its pupils and a bespoke programme of safeguarding education to address these issues.	Contextual safeguarding surveys collected with pupils, parents and community service organisations. Data analysed and presented to Governing Body. Initial work to adapt school's PSHE programme begun.