

Overfields Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | 189 |
| Proportion (%) of pupil premium eligible pupils | 48% (97 pupils) |
| Academic year/years that our current pupil premium strategy plan covers | 2024 – 2025 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Mrs T Watson Head Teacher |
| Pupil premium lead | Mr S Campbell Deputy Head Teacher |
| Governor / Trustee lead | Mrs Lisa Noteyoung |

Funding overview

| Detail | Amount |
|---|-------------|
| Pupil premium funding allocation this academic year | £143,560.00 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £143,560.00 |

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 2024-2025, we will be focusing on improving attendance for all pupils, but particularly those most vulnerable and at risk of Persistent Absence. We will also be embedding new writing and reading comprehension programmes which will broaden vocabulary and support progression in literacy skills. We continue to look at ways to improve feedback to pupils to ensure pace and progression across the curriculum.

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, especially with mental health, well-being and behaviour.

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. More children are starting school with limited self help skills. |
| 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. We also have few disadvantaged pupils who achieve greater depth at Key Stage 1 |
| 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. |

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, particularly at Greater Depth | KS2 outcomes will show a reduction in the attainment gap between school disadvantaged and national non-disadvantaged pupils. |
| 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, which will impact positively on behaviour, attitudes for learning and attendance | Incidents of challenging behaviour will decrease. All pupils will be engaged in lessons and striving to reach potential. |

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: £28,661

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Close monitoring and assessment of disadvantaged groups | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit | 1,2,3 |
| Review and improve assessment and feedback strategies, including the use of AFL. Provide cpd 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: £44,852

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| High quality small group provision. | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 1,2,3 |
| Identification of disadvantaged pupils who have potential to reach greater Depth across school. Pupil premium lead to support staff and utilise tracker system. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit | |

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

Budgeted cost: £70,047

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Provision of breakfast club for disadvantaged 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 | 3,4 |
| Close monitoring of the attendance of disadvantaged children and provision of support for 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 | 1,4,5 |
| Funding of a range of curricular and extra curricular visits, visitors and residential experiences which enhance the curriculum . | 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 | 3,4,5 |
| Access to a range of professional support services including counselling. | https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning | 1,3, 4 |
| Continue working with agencies such as HeadStart and Getting Help to identify, target and support mental health and provide training and resources to staff and parents | 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 |

Total budgeted cost: £ £143,560

Part B: Review of outcomes in the previous academic year

Pupil Premium allocation for 2023-2024 was £ 167,744.67

Recovery Premium allocation for 2023-2024 was £12,180.00

The following priority areas were identified in our 2023-2024 Pupil Premium & Recovery Premium Plan:

TEACHING

| Priority | Progress |
|--|---|
| Introduce Reading Explorers Scheme into Y2 to Y6 | Reading Explorers working very well across Y2 – Y6 . Seen as a strength in Sept 24 Quality assurance visit . Termly monitoring and evaluation by English lead. Held staff meeting at start of new academic year to ensure consistency and adherence to non-negotiables. Thorough action plan in place. |
| Close monitoring and assessment of disadvantaged groups | Attendance of disadvantaged pupils (93.6%) is slightly above non disadvantaged pupils (93%) Disadvantaged boys attendance is currently 95.4% which is almost in line with DFE recommendations ((96%) School have a Family Support Teaching Assistant who has a focus of engaging some of our harder to reach families / parents with informal drop ins, visits to homes and support with getting children into school. |
| Review and improve the formative assessment strategies used during lessons. Provide CPD and new IT resources to support teacher's assessment practice. | New assessment and feedback policy introduced. Use of IT to support workload and decrease amount of marking. |

TARGETED ACADEMIC SUPPORT

| Priority | Progress |
|--|---|
| High quality one to one and small group provision. | Small group provision for reading, writing, phonics and maths provided in all year groups. School led tutoring programme delivered a total of 837 hours of tutoring to 40 pupils during 2023-24. |
| Provide effective tutoring and small group support in phonics and phonics 'catch-up' | School led tutoring provided phonics and early reading tutoring to targeted pupils in Year 1 – Year 3 using Little Wandle rapid catch-up materials. |

WIDER STRATEGIES

| Priority | Progress |
|--|--|
| Provision of breakfast club for disadvantage children. | Daily breakfast club provision, cost to parents remained at 202-2023 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 1.2% from 2022-23. Significant improvement in engagement with school by parents of disadvantaged pupils . Majority are now attending meetings with Family Support TA. Overall attendance for disadvantaged pupils is slightly above all pupils attendance and that of and non-disadvantaged pupils. |
| Funding of a range of curricular and extra-curricular visits, visitors to school and residential experiences. | Residential to Pickering and Appleby Wiske 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. |
| Establish partnership with Headstart (South Tees Public Health Initiative) and deliver mental-health resources and training to staff, parents and pupils. | School have achieved Silver award in Headstarters programme. Weekly sessions with Year 5 pupils training to be mental health ambassadors. Participated in Tuff Tees for vulnerable Y5 / Y6 boys. Have initiated 'Getting Help' meetings with professionals to identify and support families and pupils mentl health. Termly drop ins introduced with family Sen support organisation. |
| 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. | Staff cpd - mental health, ASD/ADHD. SENCo has attended meetings on range of SEN and behaviours and has shared resources with staff. |
| 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. | Introduction of Reading Explorers, launch of new library and celebrations regarding reading have all raised the profile across school. Working with local Literacy Hub regarding enhancing environment and ethos across school. SLT have attended cpd at leading Literacy Hub school, Wakefield to look at new and innovative approaches to support a love of reading across the whole school. |