



# Pupil premium strategy statement

# (Overdale CP school primary)

1. Summary information					
School	Overdale Community Primary School				
Academic Year	2017 2018	Total PP budget	£87,942	Date of most recent PP Review	May 2018
Total number of pupils	204	Number of pupils eligible for PP	71	Date for next internal review of this strategy	Sept 2018

2. Current attainment Year 6 2017 expected standard using SATs outcomes		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
52% achieving in reading, writing and maths	43	60
62% expected standard in reading	50	73
76% expected standard in writing	64	94
66% expected standard in maths	43	87

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Speech and Language development (dummies in EY)
B.	Global delay
C.	Baseline indicates additional learning needs.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance for pupils eligible for PP ( in the lowest 10% Nationally) Low aspiration in some homes

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Language Links Training delivered and implemented across EY / KS1 and KS2	Improved outcomes in CLLD and phonics assessment
B.	Interventions delivered as identified by the pupil progress meetings.	Gaps closed
C.	Staffing structure, environment in EY and parent engagement in EY.	Target teaching – gaps closed through Early Intervention and Parent classes.
D.	Working with PREVENT services to address families who do not attend as required legally.	Attendance for PP chn will move out of the lowest 10% Nationally. 95.03%      Authorised absence = 4.29      Unauthorised absence = 0.64

5. Planned expenditure					
Academic year	2017 2018				
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?
B Learning support assistant in every classroom (am only 2017 18)	Targeted teaching for small groups. Individualised provision Teaching teams for Phonics and reading happen weekly	Calm and purposeful learning environments, as learning support is always available. Small group target teaching from LSA or Teacher.	Observations of lessons and learning walks.	SLT	Half termly
B Language Interventions enable chn to accelerate their	Targeted teaching for small groups.	Accelerated progress shown in pupil progress meeting. Therapy plans delivered 1:1	Monitoring by HT, DHT and lead teacher Julie Stewart	Mrs Logan Mrs Stabler Mrs Stewart	Termly
B Senco to work with target PP KS2 children with barriers to learning	Learning support sessions parent and child sessions 1:1	Targeted specialist teaching support for vulnerable children and home to school link.	SLT meetings with Senco – PPM feedback from class teachers.	SLT teachers	Termly
<b>Total budgeted cost</b>					£85.000
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?
A An increased % of chn enter KS1 achieving GLD.	Target teaching for Language Links intervention.	Proven success for developing Language skills. No S&L services available as we need them.	It is the SDP and monitored by the Scarborough Opportunities Initiative.	Mrs Stewart	Sept 2018
C All Nursery children access personalised provision	Targeted teaching for small groups. Cross phase phonics	Increased maturity for Reception children and focused inputs for the Nursery chn.	SLT	Mrs Logan Mrs Stabler	Termly
D The gap between All chn and PP children's attendance will reduce.	Team working with PREVENT service and OCPS Parent support advisor.	Identified need – request for support accepted by PREVENT and allocated to school. Improvement plan in place.	Review meetings half termly.	Mrs Logan Mrs Hardaker Miss Welford	Every half term
<b>Total budgeted cost</b>					£30.000
iii. Other approaches					
Desired outcome	Chosen	What is the evidence and rationale	How will you ensure it is	Staff lead	When will you review

	<b>action/approach</b>	<b>for this choice?</b>	<b>implemented well?</b>		<b>implementation?</b>
All children have the opportunity of a healthy breakfast.	Breakfast club for PP children	Children are calm, positive and ready to learn at the start of the day.	PSA attends the sessions – gives time to talk for vulnerable PP chn.	PSA HW	July 2018
Year 6 have a breakfast class to support learning preparations for SAT's.	Breakfast club / SAT's class for Y6	Children have access to personalised support in a relaxed environment	Y6 staff lead this with HLTAs and MSA support.	Mrs Stabler Mrs Hemingway	Completed May 2018
<b>Total budgeted cost</b>					£2.000

## 6. Review of expenditure

**Previous Academic Year**

**Complete September 2018**

### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
B Learning support assistant in every classroom	Targeted teaching for small groups. Individualised provision			
B Interventions enable chn to accelerate their learning	Targeted teaching for small groups.			
B Senco to work with target PP KS2 children with barriers to learning	Learning support sessions and parent and child sessions			

### ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
A An increased % of chn enter KS1 achieving GLD.	Target teaching for Language Links intervention.			
C All Nursery children access personalised learning plans.	Targeted teaching for small groups.			
D The gap between All chn and PP children's attendance will close.	Team working with PREVENT service and OCPS Parent support			

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen</b>	<b>Estimated impact:</b> Did you meet the	<b>Lessons learned</b>	<b>Cost</b>
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	<b>action/approach</b>	success criteria? Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
All children have the opportunity of a healthy breakfast.	Breakfast club for PP children			
Year 6 have a breakfast class to support learning preparations for SAT's.	Breakfast club / SAT's class for Y6			

## 7. Additional detail

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