

Pupil premium strategy statement



Overdale School overview

Metric	Data
School name	Overdale CPS
Pupils in school	213
Proportion of disadvantaged pupils	70 chn = 30%
Pupil premium allocation this academic year	£89,997.25
Academic year or years covered by statement	2019 2020
Publish date	November 2019
Review date	July 2019
Statement authorised by	Vicki Logan
Pupil premium lead	Andrew Watson
Governor lead	Pete Bowdidge Harling

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-5.6 (non-PP -6.5)
Writing	-1 (non-PP -0.3)
Maths	-4.2 (non-PP -1.9)

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	25%
Achieving high standard at KS2	0%
Measure	Activity
Priority 1	To improve the quality of teaching in Reading through the implementation of whole class teaching
Priority 2	To track disadvantaged learners to ensure that they do not fall behind non disadvantaged learners or all learners.

Barriers to learning these priorities address	Ensure disadvantaged pupils receive high-quality teaching of reading and phonics. Develop strong emotional resilience through the SDP in 2020 2021.
Projected spending	40K

Teaching priorities for current academic year

Intent	Implemented Target	Target date
Progress in Reading	To achieve the National Standard average progress score in KS2 Reading (0)	July 2022
Progress in Writing	To achieve the National Standard average progress score in KS2 Writing (0)	July 2021
Progress in Mathematics	To achieve the National Standard average progress score in KS2 Reading (0)	July 2022
Phonics	To achieve national average expected standard score in PSC	July 2021
Other	To improve the attendance of disadvantaged pupils to exceed the expected target of 96% (currently 94%)	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1. **Actioned**

Targeted academic support for current academic year

Measure	Activity
Priority 1	To ensure targeted interventions are delivered by teachers to ensure a high quality delivery for all pupils
Priority 2	To introduce and monitor whole class reading and phonics teaching to ensure all children are exposed to high quality texts and teaching.
Barriers to learning these priorities address	Reluctance to read. High quality teaching available for disadvantaged learners
Projected spending	30K

Wider strategies for current academic year

Measure	Activity
Priority 1	Employing a Parent Support Advisor responsible for increasing attendance across the school and provide ELSA support for individual pupils.
Priority 2	Encouraging disadvantaged pupils to attend before and after school clubs
Barriers to learning these priorities address	Disadvantaged pupils will attend the same number of sessions as non-disadvantaged pupils. To improve 'readiness to learn' for disadvantage pupils.
Projected spending	20K

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Embed whole class reading strategies. Drive the phonics improvements through the HUB directive.	Provide high-quality CPD to support the implementation of the phonics and whole class reading strategy. Use of research model to support staff development.
Targeted support	Ensuring targeted interventions occur timely and are monitored	Timetabled intervention time monitored by SLT
Wider strategies	Difficulties engaging all disadvantaged families	PSA to offer workshops and drop-in sessions to ensure all families are known. HLTA / LSA to deliver 1:1 afterschool parental support for learning at home.

Review: last year's aims and outcomes

Intent	Impact