

Pupil premium strategy statement



Overdale School overview

Metric	Data
School name	Overdale CPS
Pupils in school	194
Proportion of disadvantaged pupils	63 chn = 32%
Pupil premium allocation this academic year	£84,735.0
Academic year or years covered by statement	2020 2021
Publish date	November 2020
Review date	July 2021
Statement authorised by	Vicki Logan
Pupil premium lead	Andrew Watson
Governor lead	Pete Bowdidge Harling

Disadvantaged pupil progress scores for last academic year- Measures taken from 2019 due to impact of Covid-19

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	2019	2021 Target
Meeting expected standard in Reading at KS2	25%	51%
Achieving high standard at KS2	0%	10%
Measure	Activity	
Priority 1	To improve the quality of teaching in Reading through the implementation of whole class teaching alongside specific comprehension skills lessons	
Priority 2	To close the gap widened during lockdown by ensuring children are confident and fluent readers	

	and are regularly accessing a range of age appropriate texts.
Barriers to learning these priorities address	Lack of fluency in reading which impacts other subjects. Poor comprehension strategies to understand the text Lockdown has resulted in gaps developing across the school.
Projected spending	£30,000

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%	July 2021

Targeted academic support for current academic year 2020/2021

Measure	Activity
Priority 1	To ensure targeted literacy and reading interventions are delivered to close the gap in fluency and understanding as a result of lockdown
Priority 2	To deliver same day intervention sessions with targeted pupils to rapidly close learning gaps and ensure children can maintain the pace of learning.
Barriers to learning these priorities address	Reluctance to read. Low levels of fluency which impacts on children's ability to access tasks in other curriculum areas e.g. problem solving in maths, Children falling behind due to not understanding a lesson or concept.

Projected spending	£30,000
--------------------	---------

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 breakfast clubs and enrichment activities
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 disadvantaged pupils.
Projected spending	£30,000

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. Learning walks will monitor the quality of whole class reading sessions.
Targeted support	Gaps between disadvantaged and non-disadvantaged pupils have widened due to lockdown.	Targeted intervention for reading fluency in KS2 take place daily. Phonics interventions in KS1 and EYFS take place daily. Daily strand intervention sessions are available to allow all children to keep pace with learning. 1-1 reading sessions for pupil premium children happening weekly.
Wider strategies	The impact of lockdown due to Covid-19 means parents are no longer allowed on site to communicate with teachers. Attendance is affected as a result of covid-19 fears and self-isolation	PSA to act as home-school link. Teachers to communicate directly with parents via Class Dojo and telephone. Disadvantaged pupils will receive a half termly 'well-being call' from class teachers and additional support packs where necessary.

Review: last year's aims and outcomes

Intent	Impact
Outcomes affected by COVID-19	