



Overdale School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
School name	Overdale CPS
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	91 chn = 39%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Vicki Logan
Pupil premium lead	Andrew Watson
Governor / Trustee lead	Pete Bowdidge-Harling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90633
Recovery premium funding allocation this academic year	£6166
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	£96,799

Part A: Pupil premium strategy plan

Statement of intent

At Overdale School, we intend to encourage our children to develop respect, both self-respect and respect for others, resilience and responsibility. Our drive to instil these values in our pupils from disadvantaged backgrounds is rooted in a desire to give children the best possible start in life. We achieve this through careful, accurate and timely assessments to identify individual needs as well as developing a whole school nurturing approach to mental health and well-being.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Progress scores for Disadvantaged pupils are lower than non-disadvantaged pupils
2	Significant gaps have developed as a result of missed learning during Covid Lockdowns, particularly in reading.
3	Low emotional resilience and self-esteem that impacts on the ability of pupils to challenge themselves
4	Significant challenges that often result in lower attendance for disadvantaged pupils.

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
Pupil progress in Reading, Writing and Maths will be at least in line with progress data of non-disadvantaged pupils	<ul style="list-style-type: none">• PPMs will compare disadvantaged pupils and non-disadvantaged pupils to identify gaps• Assessments will be frequent and accurate to monitor gaps to ensure they can be addressed quickly• Interventions will be focussed, timely and measured.• Same day interventions will address needs to ensure children do not fall behind.

<p>To ensure gaps in reading are closed and that Disadvantaged pupils achieve at least as well as non-disadvantaged pupils in reading</p>	<ul style="list-style-type: none"> • Whole class reading will be embedded to ensure children have access to high quality texts and discussion • Targeted support in place to develop fluency and comprehension skills • Little Wandle phonics programme is embedded across school with all staff trained and delivering interventions as appropriate.
<p>To ensure the emotional well-being of children is monitored and assessed to identify trends and plan support as necessary.</p>	<ul style="list-style-type: none"> • All children will have a Boxall Profile assessment • All staff will understand the importance of nurture in school and how they can actively develop a nurturing environment for children • Nurture groups will be actively providing support for the most vulnerable children • A highly trained member of staff will provide advice and support to colleagues and act as a link to parents when necessary
<p>To ensure that attendance of disadvantaged pupils does not fall below the national expectation of 96%</p>	<ul style="list-style-type: none"> • Parent Support Advisor in place to liaise with home and develop links to ensure persistent absenteeism is addressed and overcome.

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: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Phonics scheme	Gaps developed during Covid will be closed through rapid, high quality teaching using an approved scheme throughout school	1 and 2
Recruitment of SEMH specialist	High quality SEMH provision to ensure children and ready to learn and develop skills to communicate effectively.	3
Nurture in school CPD	All staff understand the importance of nurture and well-being in school	3 and 4
Talk for Writing	Quality First teaching enable pupils to make the most progress	1 and 2

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Same day interventions	High quality interventions that address gaps quickly are more likely to increase progress and prevent children falling behind	1 and 2
Nurture groups	Children are ready and prepared to learn and have the opportunity to develop resilience and self-regulation to fully access a broad and balanced curriculum.	3 and 4
1-1 tutoring sessions	High quality, carefully planned tutoring sessions support children to develop confidence and close individual gaps in learning.	2

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture groups	Children are ready and prepared to learn and have the opportunity to develop resilience and self-regulation to fully access a broad and balanced curriculum	3
Subsidised access to breakfast club	Increasing attendance to breakfast club for vulnerable children ensures children are on site and are ready to learn.	4
Parent Support Advisor	Strong home-school links reduces absences and increases communication between home and school to ensure appropriate support can be put in place.	3 and 4
Parent and child workshops	As above.	3 and 4

Total budgeted cost: £ 100,000