



Overthorpe C of E Academy

Pupil Premium Strategy

2022-2023



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	Overthorpe C of E Academy
NUMBER OF PUPILS IN SCHOOL	268
PROPORTION OF PUPIL PREMIUM ELIBILBLE PUPILS	46.6%
PUPIL PREMIUM ALLOCATION THIS ACADEMIC YEAR	£150, 965
ACADEMIC YEAR/YEARS THAT OUR CURRENT PUPIL PREMIUM STRATEGY PLAN COVERS (3 YEAR PLANS ARE RECOMMENDED)	2022-2023
DATE THIS STATEMENT WAS PUBLISHED	September 2022
DATE ON WHICH IT WILL BE REVIEWED	September 2023
STATEMENT AUTHORISED BY	FGB
PUPIL PREMIUM LEAD	Sarah Walker
GOVERNOR / TRUSTEE LEAD	TBC for 2022-2023

FUNDING OVERVIEW	
DETAIL	AMOUNT
PUPIL PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	£150, 965
RECOVERY PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	£16,038
PUPIL PREMIUM FUNDING CARRIED FORWARD FROM PREVIOUS YEARS (ENTER £0 IF NOT APPLICABLE)	£0
TOTAL BUDGET FOR THIS ACADEMIC YEAR	£167,003

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

Our ultimate objectives for our disadvantaged children are:

- To significantly narrow the gap between disadvantaged and non disadvantaged pupils in Maths, Reading and Writing.
- To nurture and support our disadvantaged pupils' so that they are able to flourish.

Our pupil premium strategy plan outlines how we will work towards achieving the academic aims as well as supporting our disadvantaged children with emotional wellbeing and mental health.

CHALLENGES

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

Challenge Number	Detail of Challenge
1	<p>Oral language and vocabulary</p> <p>Many of our disadvantaged pupils come into our Early Years unit with significant barriers to speech and language. This delays communication, language and literacy and has an impact on attainment and progress in reading and writing as the child moves through school.</p>
2	<p>Expectations and Home Learning Support</p> <p>Very few of our disadvantaged pupils complete homework or read at home regularly with an adult. Some disadvantaged pupils do not have access to computers or tablets, learning resources and internet.</p>
3	<p>Attendance</p> <p>Attendance of disadvantaged pupils, particularly in Reception, Year 1 and Year 5 falls below our school expectation of at least 96.1%.</p>
4	<p>Lack of Wider Experiences and Limited Cultural Capital.</p> <p>We find that our disadvantaged pupils can be limited in their lack of experiences and we aim to include these in our curriculum. A lack of experience limits vocabulary and can have an impact on all curricular subjects.</p>

INTENDED OUTCOMES

Intended Outcomes	Success Criteria
Improve early reading and basic literacy skills through the implementation of phonics.	Improve consistent whole school fidelity to a new systematic synthetic phonics scheme the newly accredited Little Wandle Letters and Sounds resources. Measured in impact measuring weeks in school and quality assured by SIPs. Phonics Screening Check outcomes to improve to between 80% Y2 pass and 80% Y1 pass in June 2023. Analysis of Little Wandle phonics assessment progress and impact of interventions.
Improved support and catch up for Speech and Language	TA to attend online SALT sessions alongside children who have been referred. Black Sheep resources purchased and used for targeted children in Y1. TA allocated to lead. NELI program, round 3 in Reception class.

Build writing stamina in all year groups.	Writing attainment at the end of the year raises to at least 50% in all year groups. Evidenced in books during impact measuring weeks, outcomes of end of year writing assessments and quality assured during SIP visits.
Improve basic number skills and mastery of number in EYFS and KS1	Lead teacher in Rec, Y1 and Y2 assigned. Mastery at Number course undertaken by all three teachers and disseminated across KS1 and EYFS. Children in KS1 and EYFS having additional 20 minutes Mastery at Number lesson everyday. Target pupils identified and entry / exit data taken and analysed to measure impact.
Support disadvantaged pupils to access the curriculum	Update of our school curriculum to find an appropriate balance between key skills and learnt knowledge. Run a Nurture class with two members of staff. Interventions for emotional wellbeing and mental health. Quality assured by SIP visits, parent surveys, pupil interviews and book monitoring. Use of minibus to reduce trip costs to improve cultural capital.

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: £ £92,000 approx (based on £8000 online subscriptions; 43% of the English leader, SEND leader, catch up/keep up support and 90% of Nurture staffing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all new staff in phonics and early reading teaching. Additional coaching for all trained staff to ensure consistency	A Systematic Synthetic phonics accredited scheme is required by the DfE as it is proven to raise reading attainment.	1
Children requiring SALT support identified and TAs trained to lead interventions.	Black Sheep resources have proven impact.	1
Reading INSET for KS2 staff in October 2022 (Trust wide)	Developing a love for reading and being able to comprehend more complex texts is proven to improve access to other curricular subjects and raise SATs attainment in preparation for KS3.	1
Development of the writing curriculum and pedagogical approaches to teaching writing. CPD for all staff on the writing curriculum and developing writing stamina.	EEF Writing reports for all Key Stages. Supported by N Godbold (Trust)	1

EYFS and KS1 staff given time to access and implement the mastery at number course	Based on the Shanghai Maths Approach and advocated by White Rose Maths. Mastery at Numebr course has proven success	1
Nurture provision extended this year for 12 children in years 2-5. Previously this was for 9 pupils	Previous years data has shown that this has a significant impact on pupils' wellbeing and academic attainment.	1, 2
Home Learning Games and Software packages to support access to the curriculum for homework. Parent workshops led to support reading at home and homework.	Engagement and concentration improves with access to subscriptions such as numbots, spelling shed and Big cat Phonics readers.	2

TARGETED ACADEMIC SUPPORT (for example, tutoring, one-to-one support structured interventions)		
Budgeted cost:	£ 44,310 (TA and Teacher time for interventions)	
Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring – small group L Washington 0.5 day weekly Phonics and Early Reading in KS1 (1:3) Literacy group (1:6) Lowest 20% and disadvantaged Y3 and 4 September 2022 to February 2023	National Tutoring Programme evidence and Covid Recovery plan	1, 2,
Interventions – phonics,	Short bursts of small group or individual intervention by skilled practitioners using targeted resources raises phonics attainment.	1, 2
Interventions - SALT	Black Sheep resources TA time A proven intervention approved by SALT specialists NELI time and resources and time. A proven intervention	1, 2
CPD – Mastery at Number	Short bursts of small group or individual intervention by skilled practitioners using targeted resources raises attainment.	1, 2,
Interventions – Mental Health and wellbeing	Interventions such as: Bereavement support (Winston's Wish), Drawing and Talking (1:1 Mental Health support) Who am I? (small	1, 2, 3, 4

	group confidence and self esteem workshops) and LEGO therapy (social communication) and Sulp (social communication) have been proven to significantly impact pupils attendance, wellbeing and attainment.	
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WIDER STRATEGIES

Budgeted cost:	£ £32,265 £9265- Attendance officer, £10,000 on mental health and wellbeing for our pupils (calculated at 47% of staffing costs and the Neighbourhood Nest running costs)
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer support	Proven to build relationships with families, open communication lines and improve attendance.	3
Support to attend educational visits, residential and experience visitors in school.	Wider experiences enhance children’s vocabulary and provide a bank of knowledge which can be drawn upon to support learning at a later date.	4
Community support to strengthen local families, using Our Neighbourhood Nest resource to access parenting classes, health services, Fareshare food bank, Uniform Exchange and social support.	Proven to improve family links with school and to improve home conditions and expectations / aspirations of the parents involved.	2, 4

TOTAL BUDGETED COST:	£ 168, 575
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PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

PUPIL PREMIUM STRATEGY OUTCOMES

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

AIM	OUTCOME
Objective 1: Oral language and vocabulary	Ongoing objective Improvements were seen throughout the year, particularly in NELI exit data. However, new cohorts into Early Years have similar Speech and Language concerns this year, and the SALT backlog means that KS1 children are only just beginning support from outside agencies, or are still on the waiting list.
Objective 2 Expectations and Home Learning	Ongoing objective

	Home learning and home reading increased slightly over last year. However a drop in standards at the end of year suggests a need for improved expectations and support from home.
Objective 3: Attendance	Ongoing objective
Objective 4: <i>Support pupils with mental health and wellbeing</i>	<p>Ongoing objective</p> <p>Our Mental Health and Wellbeing team, Community Champion and the MHST again worked with a greater number of pupils experiencing financial hardship at home, domestic violence or with social care intervention throughout 2021-2022. Parental support sessions were run online and in the Neighbourhood Nest throughout the year. We gave additional time to the team to work with individuals and groups and they meet regularly to identify and target referred children. The number of pupils with safeguarding or child protection needs also greatly increased this year.</p> <p>A number of children were provided with shoes or winter coats, breakfast items or additional snacks and a number of uniform exchange applications and Fareshare or Welcome Centre referrals were given.</p>

EXTERNALLY PROVIDED PROGRAMMES	
Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England	
Programme	Provider

FURTHER INFORMATION (OPTIONAL)
In addition to strategies purchased with pupil premium funding, we have also been able to loan laptops to all disadvantaged pupils who required them due to DfE provision of new laptops. We have provided internet for families during school closures with SIM cards provided by Vodafone and Dongles provided by our IT consultants.