



Overthorpe C of E Academy

Pupil Premium Strategy

2023 – 2024



This statement details our school’s use of pupil premium and National Tutoring Program 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	249
PROPORTION OF PUPIL PREMIUM ELIGIBLE PUPILS	45.3%
PUPIL PREMIUM ALLOCATION THIS ACADEMIC YEAR	£ 164,415
ACADEMIC YEAR/YEARS THAT OUR CURRENT PUPIL PREMIUM STRATEGY PLAN COVERS (3 YEAR PLANS ARE RECOMMENDED)	2023 - 2024
DATE THIS STATEMENT WAS PUBLISHED	September 2023 – reviewed in May 2024
DATE ON WHICH IT WILL BE REVIEWED	September 2024
STATEMENT AUTHORISED BY	FGB
PUPIL PREMIUM LEAD	Sarah Walker > Rachael Gundill (Jan. 24)
GOVERNOR / TRUSTEE LEAD	Haley Jordan (Governor)

FUNDING OVERVIEW	
DETAIL	AMOUNT
PUPIL PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	£164,415
RECOVERY PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	£16,530
PUPIL PREMIUM FUNDING CARRIED FORWARD FROM PREVIOUS YEARS (ENTER £0 IF NOT APPLICABLE)	£0
TOTAL BUDGET FOR THIS ACADEMIC YEAR	£180,945

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.</p>
3	<p>Attendance</p> <p>Attendance of disadvantaged pupils, particularly in Year 1, Year 2 and Year 6 falls below our school expectation.</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
<p>Improve early reading and basic literacy skills through the implementation of phonics.</p>	<p>Target of 93% Ever 6 / FSM children in Year 1 phonics this year. Successful consistent teaching of Little Wandle to be facilitated by the Jerry Clay English Hub. Monitored and supported by R Gundill. Coaching / Practice time for teachers and support staff is timetabled weekly and cover provided. Resources updated and checked for quality. Coaching / Practice time for the Early Reading and Phonics leads to work out of class on phonics development and teacher support.</p>
<p>Improved support and catch up for Speech and Language</p>	<p>Speech and language interventions programs to run with adults, who will need to be trained, in EYFS with a view to continuing into Y1 in Autumn 2024. Continued use of 1:1 SALT resources and Black Sheep resources.</p>
<p>Improve handwriting standards and writing stamina</p>	<p>Penpals font and handwriting policy used. Books show consistency in school handwriting style across school. Daily presentation lessons are timetabled and effective.</p>
<p>Improve basic number skills and mastery of number in EYFS and KS1</p>	<p>Mastery in Number continued in Reception and KS1, having a noticeable impact on number fluency. Mastery in Number begun in Y4 and 5, with a measurable impact on number fluency when compared to end of year assessments from 2022/23</p>
<p>Support disadvantaged pupils to access the curriculum</p>	<p>All pupils have the same access to clubs, groups, sports events, visitors and educational visits. Use of minibus to reduce trip costs to improve cultural capital. Use of contingency / top up funding to support parents financially struggling to pay for trips and educational visits.</p>

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: £ 82,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training time for new staff as part of induction process Refresher training for previously trained staff Reading Leader training and webinars to remain current and up to date.	A Systematic Synthetic phonics accredited scheme is required by the DfE as it is proven to raise reading attainment. Validation status indicates that a programme has been self-assessed by its publisher and judged by a small panel with relevant expertise, and that both consider it to meet all the Department for Education (DfE) criteria for an effective SSP programme. The training is all provided by Little Wandle and is supported by Jerry Clay English Hub.	1
Weekly coaching time for all phonics staff.	A Systematic Synthetic phonics accredited scheme is required by the DfE as it is proven to raise reading attainment. Validation status indicates that a programme has been self-assessed by its publisher and judged by a small panel with relevant expertise, and that both consider it to meet all the Department for Education (DfE) criteria for an effective SSP programme. The training is all provided by Little Wandle and is supported by Jerry Clay English Hub.	1
Children requiring SALT support identified and TAs trained to lead interventions.	NELI is a research-based project with measurable impact on speech and language in Early Years and KS1. Black Sheep resources have proven impact and is recommended by SALT practitioners. (delivered in Autumn term).	1
English Lead to spend 3 Days attending reading INSET, led by Leah Charlesworth, English Hub Lead.	DfE research showed that 'schools supported intensively by the EHP outperformed other schools by around 7 percentage points, when comparing the change in year 1 PSC results between pre-pandemic (2016/17 to 2018/19)	1

	and 2021/22. Therefore, partner schools appear to have therefore fared better than other schools, on average, in dealing with the negative impacts of the pandemic on PSC attainment. This is possibly due to the EHP, additional support and training.'	
PenPals resources purchased and shared with staff Refresher training	Consistent handwriting approaches and short regular, systematic handwriting practice sessions are proven to have an impact on raising presentation standards	1
YR, Y1, Y2, Y4 and Y5 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 Number course has proven success	1
Parent workshops focusing on phonics and early reading, to ensure parents are well-equipped to support their children.	Evidence from the EEF states "By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading."	1, 2
Teaching and Learning consultant to support across school.	RG has release time to support with the development of curriculum, teaching and learning and to lead specific areas of responsibility, including: <ul style="list-style-type: none"> - Phonics and early reading - EYFS - Science - Art - Joint RSHE lead - Pupil premium <p>This time is utilised for monitoring and quality assurance, which enables targeted support. This is supported by EEF research that states "the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils,</p>	1, 2, 4

	particularly the most disadvantaged among them.”	
Jerry Clay English Hub – literacy specialist support days (6 days over the year.)	Systematic Synthetic phonics accredited scheme is required by the DfE as it is proven to raise reading attainment. Validation status indicates that a programme has been self-assessed by its publisher and judged by a small panel with relevant expertise, and that both consider it to meet all the Department for Education (DfE) criteria for an effective SSP programme. The training is all provided by Little Wandle and is supported by Jerry Clay English Hub.	1, 2
Pupil progress meetings once termly focusing on the attainment and progress of pupils including disadvantaged pupils.	EEF Guide to PP 2023 states ‘Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending.’	
Lead teacher – providing whole staff training linked with a designed teaching and learning model. These approaches include pupils working cooperatively, working with peers and small groups.	Collaborative learning is describe as having +5 months impact on progress (EEF.) EEF findings suggest “collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.	1
Lead teacher – providing whole staff training and instructional coaching, linked with a designed teaching and learning mode, rooted in collaborative learning and recent research and pedagogy.	This is supported by EEF research that states “the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”	1, 4
SENCO – 3 days not class based. To ensure quality of teaching and provision and sharing expertise for SEND pupils across school to support with	Early Years Toolkit (EEF) suggests potential gains of an extra 6 months for communication and language approaches. The SENCo is responsibility for ensuring that these interventions are in place and reviewing the effectiveness of these.	1, 2, 3, 4

<p>pupils making progress in core (and wider) areas. Responsibilities include: Planning for and supporting the delivery of interventions, developing SEND practice, track pupil progress, monitor and evaluate strategies, provides knowledge and advice to staff and parents.</p>		
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TARGETED ACADEMIC SUPPORT		
(for example, tutoring, one-to-one support structured interventions)		
Budgeted cost:	£ 67,519 (TA and Teacher time for interventions)	
Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring: 36 KS1 children identified for 16 hours (LW) 31 Y6 pupils identified for 16 hours (SG) 32 Y5 pupils identified for 15 hours (PS)	Published evidence from the EEF, found that a 70% analysis found a positive and significant impact of TP for both maths and English (equivalent to 2 months additional progress). These results indicate that TP had a positive impact on maths attainment and English attainment of PP eligible pupils who received the programme in that subject.	1, 2
Interventions – phonics (pre-teach, daily keep up, review and catch up)	EEF research states that the effects of small group keep up can add +4 months progress. It is important to capture children within keep up as soon as they are struggling. Where appropriate, 1:1 support is provided, which (according to the EEF), adds +5 months progress. Additionally, Ruth Miskin stated that children [who have fallen behind] should “receive practice before the lesson so they are confident from the start.”	1, 2
Interventions – SALT (daily NELI and Black Sheep interventions)	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 (Rec, KS1, Y4, Y5)	Short bursts of small group or individual intervention by skilled practitioners using targeted resources raises attainment.	1, 2,
Educational Psychologist support – Mental Health and wellbeing support and providing strategies and support to inform interventions and teaching practice. This also incorporates meetings with parents, providing them with useful strategies.	Research from EEF’s research survey found that teachers discovered that over 85% of respondents said that cognitive science strategies were central to their own approach to teaching. In addition, all early career teachers will be taught about memory and cognitive load as part of the Early Career Framework.	2, 3
SENDCo role – supporting SEMH	EEF research shows that behaviour interventions can have +3 months academic gain on a pupil’s attainment. EEF research suggests that ‘On average, social and emotional learning (SEL) approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.’ ‘SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.’ (EEF)	3

WIDER STRATEGIES

Budgeted cost:	£ £32,898	
Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer support. A designated person who is able to identify absence as soon as possible so that this can be reacted to. Attendance officer to ensure that parents are aware of their child’s attendance. Meetings are being held with	Attendance has been proven to be correlated with attainment. Attendance Officer works hours to support with raising this. Proven to build relationships with families, open communication lines and improve attendance.	3

parents where needed to ensure that attendance percentages are 'good' or improving.		
Support to attend educational visits, residentials, sports events 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
Disadvantaged pupils to be identified within each class and all adults working within the class to be aware of these pupils to ensure that these pupils are a focus.	EEF Guide to PP 2023 states, 'The Pupil Premium is designed to support schools to raise the attainment of socioeconomically disadvantaged pupils.' It is vital that all adults within a class are aware of who these pupils are.	
To implement rigorous quality assurance across school to tackle and accelerate progress of disadvantage pupils.	Robust QA and deep dive activity enables targeted support and celebration of success as models to wider teams. The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering highquality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them."	1, 4
Breakfast club. Providing a free healthy breakfast to ensure pupils are not hungry and start the day in a positive way. Breakfast club also supports children to improve their punctuality.	See EEF report on Breakfast Clubs November 2016. EEF research 2016 suggests 'Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year.'	3

	<p>EEF 2016 reports that ‘the pupils’ concentration and behaviour improved too. This suggests that breakfast clubs provide an opportunity to improve outcomes for all children, not just those who actually attend, by creating better classroom environments.’</p>	
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TOTAL BUDGETED COST:	£ 180,945
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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 2023-2024 academic year.

AIM	OUTCOME
<p>Improve early reading and basic literacy skills through the implementation of phonics.</p>	<ul style="list-style-type: none"> • The implementation of phonics has continued this year, demonstrating increasing levels of rigour, consistency and fidelity across school. This has been observed and validated through our links with the Jerry Clay English Hub. • As a school, we prioritise the teaching of early reading, to ensure pupils become confident, fluent readers as quickly as possible. Pupils that need additional support are identified quickly and given the support they need to catch up. This has been observed and validated in our most recent Ofsted report (May 2024.) • Quality of teaching and learning has been further strengthened from additional support from the early reading leader. This has been through observations, 1:1 feedback and support and CPD training. • We have invested heavily in CPD, in order to build a team of “reading experts” to ensure all children receive high-quality phonics teaching, regardless of who is delivering the session.

	<ul style="list-style-type: none"> • Assessment is used effectively to ensure all children are making progress. Where children are not, they are identified quickly and receive daily keep up support to ensure gaps are closed. • In the phonic screening check 2024, 82% of Y1 pupils met the required threshold of 32 marks, which shows that the gap has significantly narrowed to be in line with the national average. This is a significant increase from the previous year's percentage of 64%. Of the 82%, 77% of pupil premium passed the PSC, which is above 2023 national outcomes, reflecting our ambition to reduce the attainment gap between disadvantaged pupils and their peers. The 3 children who did not pass are identified on the SEND register. These children were identified early in the academic year and are receiving daily keep up. Despite not meeting the threshold, they are making progress at each assessment point. • In the EYFS profile, 86% of pupils met the expected standard for word reading, compared with 63% in the previous year. Of the 86%, 100% of pupil premium children met the required standard. This is an increase from 54% the previous year. • As a school, we have further strengthened our parental links and support through our Little Wandle parent workshop, to provide parents with information and tools to support their child at home. We also provided additional resources via Class Dojo.
<p>Improved support and catch up for Speech and Language</p>	<ul style="list-style-type: none"> • Following the appointment of the school's new SENDCO, we have made headway on the referrals for children requiring speech and language support. Since this appointment, teachers have received extensive CPD support from the SENDCO, with regards to catering for the needs of children in their class. • Effective systems and processes for identifying pupils with SEND are in place and leaders and teachers are using a range of strategies to remove barriers to learning for these pupils. This has been identified through our most recent Ofsted report (May 2024.) • In EYFS, pupils join us with significant speech and language needs. Changes have been made and implemented and there is now a sharp focus on developing speech, language and communication. Vocabulary that we want the children to learn is clearly

	<p>mapped out. Adults have received effective CPD and they now model this through high-quality interactions.</p> <ul style="list-style-type: none"> • Within the EYFS profile, 93% of pupils met the expected standard for Speaking, compared to 85% in the previous year.
<p>Improve handwriting standards and writing stamina</p>	<ul style="list-style-type: none"> • Improving handwriting standards and writing stamina continues to a priority for school. Recent changes to the English curriculum are still being embedded, so the progress is not yet reflected in all outcomes throughout school. • KS1 data demonstrates that only 54% of pupils are on track for writing, which is significantly below national expectations. • KS2 data demonstrates that 74% of children met the expected standard, with one pupil meeting the GDS standard. This is an increase from 63% the following year and is in line with national outcomes. Of the 74%, 56% of pupil premium children met the expected standard. Of the 7 pupils who did not meet the expected standard, 4 of them have been identified as SEND.
<p>Improve basic number skills and mastery of number in EYFS and KS1</p>	<ul style="list-style-type: none"> • Maths was identified as a strength in the most recent Ofsted report (May 2024), stating that teachers use assessment effectively, ensuring that any gaps in pupils' knowledge are identified and addressed. • Maths has been prioritised in EYFS and the children receive 30 minutes of Mastering Number per day, in addition to their maths lesson. Staff in EYFS have received training on White Rose maths. In nursery, pupils receive maths input in small groups. Children are applying their knowledge and understanding within the areas of provision. This has been observed and noted in our Trust Mini Review. • The EYFS profile shows that 79% of pupils met the expected standard for the maths strand. This is an increase from 74% the previous year. Of the 79%, 67% of pupil premium pupils met the expected standard.
<p>Support disadvantaged pupils to access the curriculum</p>	<ul style="list-style-type: none"> • Following a review and development of the curriculum, we have ensured the curriculum is carefully planned and well-sequenced. Teachers present information clearly and pupils participate with interest. Pupils can talk confidently about what they are learning. This has been

	<p>evidenced through observations, pupil conversations and our most recent Ofsted report (May 204.)</p> <ul style="list-style-type: none"> It was reported, in our recent Ofsted (May 2024) that leaders at all levels have high ambition for all pupils, including disadvantaged pupils. It was noted that there is a strong sense of shared responsibility for improving outcomes for all.
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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
White Rose Science	White Rose

FURTHER INFORMATION (OPTIONAL)