



# Overthorpe C of E Academy

## Pupil Premium Strategy

2024 – 2025



This statement details our school’s use of Pupil Premium to help improve the attainment of our Pupil Premium 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	229
PROPORTION OF PUPIL PREMIUM ELIGIBLE PUPILS	41.0%
PUPIL PREMIUM ALLOCATION THIS ACADEMIC YEAR	£ 146,130
ACADEMIC YEAR/YEARS THAT OUR CURRENT PUPIL PREMIUM STRATEGY PLAN COVERS (3 YEAR PLANS ARE RECOMMENDED)	2024 - 2025
DATE THIS STATEMENT WAS PUBLISHED	September 2024
DATE ON WHICH IT WILL BE REVIEWED	September 2025
STATEMENT AUTHORISED BY	FGB
PUPIL PREMIUM LEAD	Joe Mitchell
GOVERNOR / TRUSTEE LEAD	Haley Jordan

FUNDING OVERVIEW	
DETAIL	AMOUNT
PUPIL PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	£146,130
PUPIL PREMIUM FUNDING CARRIED FORWARD FROM PREVIOUS YEARS (ENTER £0 IF NOT APPLICABLE)	£0
TOTAL BUDGET FOR THIS ACADEMIC YEAR	£146,130

**PART A: PUPIL PREMIUM STRATEGY PLAN**

**STATEMENT OF INTENT**

Our ultimate objectives for our Pupil Premium children are:

- To significantly narrow the gap between Pupil Premium and non-Pupil Premium pupils in Maths, Reading and Writing.
- To nurture and support our Pupil Premium pupils' so that they are able to flourish.
- To ensure that our children in receipt of Pupil Premium attend school and are develop a greater understanding of their own mental wellbeing in order to provide a platform for future learning.

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

**CHALLENGES**

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

Challenge Number	Detail of Challenge
1	<b>Oral language and vocabulary</b> Many of our Pupil Premium pupils joint our school 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.
2	<b>Expectations and home learning support</b> Very few of our Pupil Premium pupils complete homework or read at home regularly with an adult.
3	<b>Attendance</b> Attendance of Pupil Premium pupils, particularly in our current Year 1, Year 2 and Year 5 falls below our school expectation.
4	<b>Lack of Wider Experiences and Limited Cultural Capital.</b> We find that our Pupil Premium pupils can be limited in their lack of experiences and we aim to include these in our curriculum and extra-curricular offer. A lack of experience limits vocabulary and can have an impact on all curricular subjects.
5	<b>Early reading and writing skills</b> A large proportion of our children do not have access to texts or the opportunities to read outside of school. As a result, their access to the entire curriculum is limited by their inability to read at an age-related level. Similarly, pupil opportunities to write and mark make can be limited. Consequently, we need to focus on fine motor skills, pencil grip, letter formation and writing stamina.

**INTENDED OUTCOMES**

Intended Outcomes	Success Criteria
<p>Improve early reading and basic literacy skills through the implementation of phonics.</p>	<p>Target of 100% Ever 6 / FSM children attaining a pass mark 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 L McCarthy (Early reading lead)                      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 be overseen by the SENDCo. These will run with adults, who will need to be trained in the use of the Wellcomm resources.                      As a result, the speech and language of our vulnerable children will improve.</p>
<p>Improve handwriting standards and writing stamina</p>	<p>Penpals font and handwriting policy used and CPD provided by the English lead                      Books show consistency in school handwriting style across school.                      Daily focus on presentation is effective in improving the handwriting and presentation of our pupils.</p>
<p>Support Pupil Premium pupils to access the curriculum</p>	<p>All pupils have the same access to clubs, groups, sports events, visitors and educational visits.                      An increased proportion of pupils in receipt of the premium are able to access extra-curricular opportunities (66% last year).                      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>
<p>Increase the attendance of children in receipt of Pupil Premium</p>	<p>Last year, the average attendance for pupils in receipt of the pupil premium was 91.9% compared to the whole school attendance of 94.1%. This is a gap of 2.2%. This year we are targeting the gap to be 1.5% and an increased average attendance of Pupil Premium children, to be at least 93.0%</p>
<p>To build the resilience and ownership of personal wellbeing amongst our Pupil Premium children.</p>	<p>To introduce the One Life approach to our PSHE curriculum                      For pupils to gain a greater understanding of how to be physically, mentally and socially fit.</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:** £64,948

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training time for staff through phonics CPD and coaching sessions. Reading Leader training and webinars to remain current and up to date.</p>	<p>EEF Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some Pupil Premium pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	<p>5 Cover cost for LMc and for RG 0.5 days per week £12,480  Staff receiving the CPD release costs = £10,000</p>
<p>English Lead to spend 3 Days attending reading INSET, led by Leah Charlesworth, English Hub Lead.</p>	<p>EEF Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some Pupil Premium pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	<p>1 Cover cost £962</p>
<p>PenPals resources purchased and shared with staff Refresher training</p>	<p>EEF Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group</p>	<p>5 CPD time cost and resources £1000</p>

	<p>tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	
<p>Jerry Clay English Hub – literacy specialist support days (6 days over the year.)</p>	<p>EEF Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some Pupil Premium pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	<p>1, 5 Release time for Reading Leader - £321 x 6 Per annum = £1926</p>
<p>Pupil progress meetings once termly focusing on the attainment and progress of pupils including Pupil Premium pupils.</p>	<p>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 Pupil Premium pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending.'</p>	<p>5 £70 x 8 = £560 £560 x 3 times per year = £1680</p>
<p>SENCO – 2.5 days not class based. Focus on multiple risk Pupil Premium and SEND pupils.</p>	<p>Early Years Toolkit (EEF) suggests potential gains of an extra 6 months for communication and language approaches. The SENCo has responsibility for ensuring that these interventions are in place and reviewing the effectiveness of these. EEF -Social and emotional learning Evidence suggests that children from Pupil Premium backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support Pupil Premium pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>1, 2, 3, 5 £600 per week (2 days) Per annum = £23,400</p>
<p>Introduction of the One Life curriculum</p>	<p>EEF – Metacognition There is some evidence to suggest that Pupil Premium pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and</p>	<p>2,4 £1500 for the subscription Associated resources and cover for One Life leader £8000 £9500 in total</p>

	habitually, enabling them to manage their own learning and overcome challenges themselves in the future.	
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<b>TARGETED ACADEMIC SUPPORT</b> (for example, tutoring, one-to-one support structured interventions)		
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<b>Budgeted cost:</b>	<b>£ 36,021</b>
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions – phonics (pre-teach, daily keep up, review and catch up)	<p>EEF</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	<p>1, 2, 5</p> <p>£2088 for Y6 tuition</p> <p>Phonics interventions - £12,000</p> <p>£14,088 in total</p>
Children requiring SALT support identified and staff trained to lead interventions.	<p>EEF</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some Pupil Premium pupils to catch up with peers, particularly when this is provided one-to-one.</p>	<p>1</p> <p>Wellcomm - £300</p> <p>Training time and cover costs = £2500</p>
Trust Educational Psychologist support	<p>EEF</p> <p>Evidence suggests that children from Pupil Premium backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support Pupil Premium pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>1, 2, 5</p> <p>£4918 basic offer</p> <p>Additional days / support - £2000</p> <p>£6,918 in total</p>

<p>SENDCo role – supporting SEMH</p>	<p>EEF Evidence suggests that children from Pupil Premium backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support Pupil Premium pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>1, 2, 5 £185 per week ½ day per week) £7215</p>
<p>Revised approach to home learning</p>	<p>EEF Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from Pupil Premium backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for Pupil Premium pupils.</p>	<p>2, 5 £5000</p>

**WIDER STRATEGIES**

<b>WIDER STRATEGIES</b>		
<b>Budgeted cost:</b>	<b>£26836.50</b>	
<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Parent workshops focusing on phonics and early reading, to ensure parents are well-equipped to support their children.</p>	<p>EEF Pupil Premium pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that Pupil Premium pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.</p>	<p>2, 5 £1500</p>
<p>Attendance / behaviour officer support.</p>	<p>Attendance has been proven to be correlated with attainment. Attendance Officer works hours to support with raising this. This is proven to build relationships with families, open communication lines and improve attendance. EEF</p>	<p>3 10 hours per week = £210 Per annum = £8190</p>

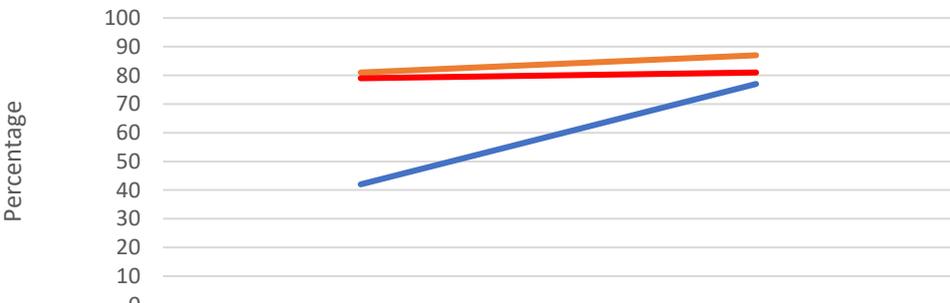
	<p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p>	
<p>Support to attend educational visits, residentials, sports events and experience visitors in school.</p>	<p>EEF</p> <p>Physical activity - Pupils from Pupil Premium backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>Outdoor adventure learning - Outdoor Adventure Learning might provide opportunities for Pupil Premium pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Arts participation - There is intrinsic value in teaching pupils creative and performance skills and ensuring Pupil Premium pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p>	<p>4</p> <p>9 classes - £1500 per class = £13,500</p> <p>Sports HLTA clubs – 3 hours per week = £66</p> <p>Per annum = £2574</p>
<p>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.</p>	<p>See EEF report on Breakfast Clubs November 2016.</p> <p>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.’</p> <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>	<p>3, 4</p> <p>£5.50 per session = £27.50 per week</p> <p>Per annum = £1072.50</p>

<b>TOTAL BUDGETED COST:</b>	<b>£ 127,805.50</b>
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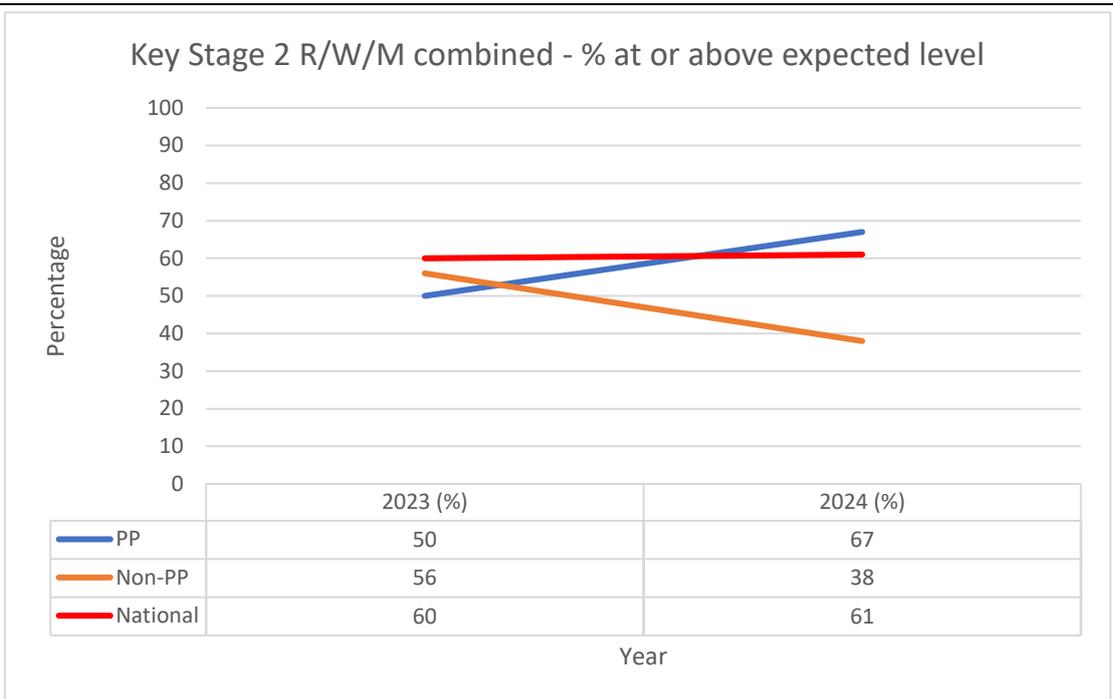
**PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR**

**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"> <li>Phonics outcomes increased considerably from previous years. In 2023 – the gap between PP and non-PP children (passing the screening at the end of Y1) was 39%. In the last academic year, this was narrowed to 10%. 77% of all Pupil Premium children passed the screening, compared to 52% in the previous year.</li> </ul> <div data-bbox="363 689 1385 1294" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>Year 1 Phonics - % at expected level</b></p>  <table border="1" data-bbox="406 1075 1356 1220"> <thead> <tr> <th></th> <th>2023 (%)</th> <th>2024 (%)</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>42</td> <td>77</td> </tr> <tr> <td>Non-PP</td> <td>81</td> <td>87</td> </tr> <tr> <td>National</td> <td>79</td> <td>81</td> </tr> </tbody> </table> <p style="text-align: center;">Year (* No final '24 nat. figure yet)</p> </div> <ul style="list-style-type: none"> <li>We now have a systematic approach to the delivery of phonics CPD and coaching for all staff delivering lessons.</li> <li>Interventions are now carefully crafted ensuring that skilled staff are providing bespoke phonics lessons to pupils in receipt of the pupil premium</li> </ul>		2023 (%)	2024 (%)	PP	42	77	Non-PP	81	87	National	79	81			
	2023 (%)	2024 (%)														
PP	42	77														
Non-PP	81	87														
National	79	81														
<p>Improved support and catch up for Speech and Language</p>	<ul style="list-style-type: none"> <li>In our Reception cohort, Pupil Premium children have made accelerated progress in terms of speech and language.</li> </ul> <table border="1" data-bbox="363 1556 1390 1771"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">% Attaining GLD in Speaking</th> </tr> <tr> <th>Pupil Premium</th> <th>Non-Pupil Premium</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>22/23</td> <td>69</td> <td>93</td> <td>-24</td> </tr> <tr> <td>23/24</td> <td>100</td> <td>91</td> <td>+9</td> </tr> </tbody> </table>		% Attaining GLD in Speaking			Pupil Premium	Non-Pupil Premium	Gap	22/23	69	93	-24	23/24	100	91	+9
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	Pupil Premium	Non-Pupil Premium	Gap													
22/23	69	93	-24													
23/24	100	91	+9													
<p>Improve handwriting standards and writing stamina</p>	<ul style="list-style-type: none"> <li>Handwriting has improved across school and teachers took responsibility for ensuring the basics of handwriting were in place.</li> <li>See graph below for R/W/M combined outcomes for Pupil Premium children</li> </ul>															

Improve basic number skills and mastery of number in EYFS and KS1



- In our Reception cohort, in recent years, Pupil Premium children have made accelerated progress in terms of Number.

	% Attaining GLD in Number		
	Pupil Premium	Non-Pupil Premium	Gap
21/22	62	100	-38
22/23	62	79	-17
23/24	67	83	-16

Support Pupil Premium pupils to access the curriculum

- The curriculum in school, in all subjects apart from Maths was significantly enhanced through skilled subject leaders in the school and across the Trust working closely together. As a result, the ambition and access for our children in receipt of the Pupil Premium was much improved.

**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
Schemes of work	Kapow
Speech and Language	Wellcomm

**FURTHER INFORMATION (OPTIONAL)**

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