

## Pupil premium strategy statement – Overthorpe C of E Academy

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025 - 2028
Date this statement was published	30 <sup>th</sup> November 2025
Date on which it will be reviewed	30 <sup>th</sup> November 2028 (will be reviewed yearly against targets set)
Statement authorised by	FGB
Pupil premium lead	Lauren McCarthy
Governor / Trustee lead	Hayley Jordan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155245
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£155245

## Part A: Pupil premium strategy plan

### Statement of intent

<p>Our ultimate objectives for our Pupil Premium children are:</p> <ul style="list-style-type: none"><li>- To significantly narrow the gap between Pupil Premium and non-Pupil Premium pupils in Maths, Reading and Writing.</li><li>- To nurture and support our Pupil Premium pupils' so that they are able to flourish.</li><li>- 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.</li></ul> <p>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</p>
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### Challenges

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

Challenge number	Detail of challenge
1	Early reading and writing skills: 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.
2	Lack of Wider Experiences and Limited Cultural Capital. 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.
3	Attendance of Pupil Premium pupils, particularly in our current Year 1, Year 2 and Year 5 falls below our school expectation.
4	Oral language and vocabulary - many of our Pupil Premium pupils join 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.

5	Our children join school, with limited knowledge of mathematics and multiplication skills. This greatly impacts their ability to access the curriculum as they move through school
6	Parent participation in school based learning and curriculum remains low on the uptake. Sessions delivered to parents, in order to support their children, are often poorly attended.
7	Children at Overthorpe school, struggle to recognise and manage their mental wellbeing and this impacts their learning and the learning of others, through their behaviour choices.

### 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
Improve early reading and basic literacy skills through the implementation of phonics.	<p>Target of 100% Ever 6 / FSM children attaining a pass mark in Year 1 phonics this year. Successful consistent teaching of Little Wandle 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>Target 100% of all PPM children, who have not completed Little Candle Phonics from Y2 upwards, are rigorously tracked and gaps are filled through catch up sessions. Those children who need additional support are given this through additional SEND sessions.</p>
Improve the basic core skills for children as they enter school, to develop their early writing ability. This will allow more children to be able to write fluently and with ease for sustained periods of time, as they move through school.	<p>Target 100% of PPM children have a strong core and are able to hold their pencil correctly in Reception. Kinetic Letters scheme allows the children to be able to complete this, therefore being able to form their letters both lower and upper case, as well as their numbers, correctly sized and orientated. The impact this will have will ensure that children are able to write fluently for periods of time. Led by Lauren McCarthy and delivered in CPD for all staff, children will</p>

	<p>have access to high quality, daily handwriting sessions, which are structured and progressive.</p> <p>Children who require additional support, will be able to access this through PE sessions and additional support to develop their core and pencil grip.</p>
<p>Improve the basic communication skills of all of the children in school through support for catch up speech and language.</p>	<p>Speech and language interventions programs to be overseen by the SLT. These will run with adults, who will need to be trained in the use of the Wellcomm resources.</p> <p>As a result, the speech and language of our vulnerable children will improve. All children will be screened by SENDCo, EYFS lead and trained staff.</p>
<p>Support Pupil Premium Pupils to access the curriculum and develop their Cultural Capital, through exposure to the world through experiences in and out of school.</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. 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>Attendance of PPM children increases, with fewer children identified as PA.</p>	<p>The average attendance for pupils in receipt of the pupil premium was below that of the whole school. By being rigorous in our monitoring, completing home visits and holding parents to account, the gap closes and becomes in line with whole school.</p>
<p>Fewer PPM children fall below the 25 mark for Multiplication Tables Check in Year 4 and are Below the Expected Standard in Maths at Year 6.</p>	<p>More children achieve the 25 mark in their MTC who receive PPM funding, this also then links into more PPM children achieving the Expected Standard in Year 6, closing the gap that is currently widening.</p>
<p>Parent participation in school increases for all pupils, especially PPM children. Sessions allow parents to learn how to support their children at home and also what lessons look like in school.</p>	<p>More parents attend information events in school enabling them to support their children. This is tracked through school and events. Parents are supported in their anxiety to come into school, in a relaxed manner.</p>
<p>Wellbeing of all pupils increases, especially PPM children. They are able to identify their</p>	<p>Pupils are measured on Motional and children's emotions are tracked throughout the year to show the impact of the</p>

feelings and learn that BIG feelings are ok and it is how we deal with them that matters.	interventions that have taken place and recommended. The wellbeing of children improves and the number of incidents reported are reduced. Evidenced on CPOMs.
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### Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 88,543.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training time for staff through phonics CPD and coaching sessions. Reading Leader training and webinars to remain current and up to date.	EEF Studies in England <a href="#">Phonics   EEF</a> 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.	1, 4, 6 Cover cost for LMc 0.5 days per week £6,240 Staff receiving the CPD release costs = £10,000 Additional pupil targeted interventions for KS1 pupils and KS2 pupils 2xTA ½ day x5daysx39 weeks = £12,222.60
English Lead to spend 10 Days attending reading and writing INSET, led by Leah Charlesworth / Sally Mayman, English Hub Lead.	EEF Studies in England <a href="#">Writing practice review   EEF</a> 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	1, 4, 6 Cover cost £3206.70

	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.	
Kinetic Letters resources purchased and shared with staff training	EEF <a href="#">Writing practice review   EEF</a> Writing is a complex task, which requires the coordination of fine motor skills and cognitive skills, reflects the social and cultural patterns of the writer's time and is linguistically complex (Fisher, 2012). There is a general agreement in the literature that there is less evidence about the teaching and learning of Writing than about Reading (Myhill and Fisher, 2010; Department for Education, 2012a; 2012b; Slavin et al., 2019). A current priority for the Education Endowment Foundation (EEF) is to further the understanding of current practice and research priorities in teaching Writing. Pearson were commissioned in October 2023 to conduct a study of current practice in the teaching of Writing in Primary and Secondary State schools in England, to inform priorities for future research and commissioning.	1, 4, 6 CPD time cost and resources £6237.00  This costing will reduce next year, as we will only need to replace resources as the initial cost will be lower for the online subscription.
Pupil progress meetings once termly focusing on the attainment and progress of pupils including Pupil Premium pupils.	EEF Guide to PP 2023 <a href="#">The EEF Guide to the Pupil Premium   EEF</a> 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.'	1, 3, 4, 5, 7 £72.80 x 9 = £ £560 x 3 times per year = £1965.60
TA - Focus on multiple risk Pupil Premium and vulnerable pupils.	Early Years Toolkit (EEF) <a href="#">Early Years Evidence Store   EEF</a> 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	1, 3, 4, 5, 7 £624 per week (2 days) Per annum = £48672

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

Budgeted cost: £ 33,855.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trust Educational Psychologist support	EEF Evidence <a href="#">Metacognition and Self-Regulated Learning</a>   EEF 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.	3, 4, 7 £4918 basic offer Additional days / support - £2000 £6,918 in total
Revised approach to Reading at home and Phonics videos. Access to Timetables Rockstars and other	EEF <a href="#">Homework</a>   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	1, 5 TTRockstars costing – £270 Additional costings for Phonic Books - £4730

programmes to support their learning for MTC.	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.	£5000
Children requiring SALT support identified and staff trained to lead interventions.	EEF <a href="#">Communication and language approaches   EEF</a> 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. 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.	4 Training time and cover costs = £2500  TA cover costs to deliver support for pupils identified ½ day x 5daysx 39 weeks = £6111.30
Supporting SEMH using Motional	EEF Evidence <a href="#">Social and emotional learning   EEF</a> 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.	7 £185 per week ½ day per week) £7215  TA role to deliver support ½ day x 5days per week = £6111.30

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

Budgeted cost: £28,593.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parents are invited to come into school to support their children and learn what happens in school. For every parent, who attends each meeting, their names are put in the hat for a chance to win a voucher of £20.</p> <p>Advertising these events outside of school, raises the profile to parents and the wider community.</p>	<p>EEF <a href="#">Working with Parents to Support Children's Learning   EEF</a> 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>1, 6 £1500 advertising banners, rewards and hospitality.</p>
<p>Attendance and behaviour officer</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 <a href="#">Supporting school attendance   EEF</a></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. 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>3, 7 10 hours per week = £210 Per annum = £8517.60</p>
<p>Support to attend educational visits, residential, sports</p>	<p>EEF Physical activity <a href="#">Education Endowment Foundation   EEF</a>- Pupils from Pupil Premium backgrounds may be</p>	<p>2 9 classes - £1700 per class = £15,300</p>

<p>events and experience visitors in school.</p>	<p>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. 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. 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>Sports HLTA clubs – 3 hours per week = £68.64 Per annum = £2676 Dave Webb Ukulele - £50 x 12 weeks = £600</p>
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**Total budgeted cost: £150, 993.10**

**Contingency funding - £4251.90**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Kinetic Letters	Kinetic Letters Handwriting
Cracking Spelling	Diane Stinson Education

**Service pupil premium funding (optional)**

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

**Further information (optional)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*