



# Pupil premium strategy statement

# (Overdale CP school primary)

1. Summary information					
School	Overdale Community Primary School				
Academic Year	2016 2017	Total PP budget	£101,84	Date of most recent PP Review	25.01.17
Total number of pupils	172	Number of pupils eligible for PP	74	Date for next internal review of this strategy	Jan 2018

2. Current attainment Year 6 2016 expected standard using <b>Teacher Assessment</b>		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
74% achieving in reading, writing and maths	57%	88%
80% expected standard in reading	57%	100%
74% expected standard in writing	57%	88%
80% expected standard in maths	57%	100%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Speech and Language development (dummies in EY)
B.	Global delay
C.	Baseline indicates additional learning needs.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance for pupils eligible for PP ( in the lowest 10% Nationally) Low aspiration in some homes

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Language Links Training delivered and implemented across EY / KS1.	Improved outcomes in CLLD and phonics assessment
B.	Interventions delivered as identified by the pupil progress meetings.	Gaps closed
C.	Staffing structure and environment in EY.	Target teaching – gaps closed.
D.	Working with PREVENT services to address families who do not attend as required legally.	Attendance for PP chn will move out of the lowest 10% Nationally.

5. Planned expenditure					
Academic year	2017 2018				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B Learning support assistant in every classroom	Targeted teaching for small groups. Individualised provision	Calm and purposeful learning environments. Small group target teaching	Observations	SLT	Twice yearly or as indicated.
B Interventions enable chn to accelerate their learning	Targeted teaching for small groups.	Accelerated progress shown in pupil progress meeting.	Monitoring by Senco and HT	Miss Hegarty Mrs Logan	Termly
<b>Total budgeted cost</b>					£80.000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A An increased % of chn enter KS1 achieving	Target teaching for Language Links	Proven success for developing Language skills.	It is the SDP and monitored by the Scarborough Pledge Initiative.	Mrs Stewart	June 2017
C All Nursery children access personalised	Targeted teaching for small groups.	Increased maturity for Reception children and focused input for the Nursery chn.	SLT	Mrs Logan Mrs Stabler	Termly
D The gap between All chn and PP children's attendance will close.	Team working with PREVENT service and OCPS Parent support advisor.	Identified need – request for support accepted by PREVENT and allocated to school. Improvement plan in place.	Review meetings half termly.	Mrs Logan Mrs Hardaker Miss Welford	Every half term
<b>Total budgeted cost</b>					£50.000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All children have the opportunity of a healthy breakfast.	Breakfast club for PP children	Children are calm, positive and ready to learn at the start of the day.	Staff attend the sessions on a rota.	All staff	
Year 6 have a breakfast class to support learning preparations for SAT's.	Breakfast club / SAT's class for Y6	Children have access to personalised support in a relax environment	Y6 staff lead this with HLTS and LSA support.	Mrs Stabler Mrs Hemingway	Ongoing,
<b>Total budgeted cost</b>					£8.000

6. Review of expenditure				
Previous Academic Year		To be completed September 2017		
<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
B Learning support assistant in every classroom				
B Interventions enable chn to accelerate their learning				
<b>ii. Targeted support</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A An increased % of chn enter KS1 achieving				
C All Nursery children access personalised				
D The gap between All chn and PP children's				
<b>iii. Other approaches</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All children have the opportunity of a healthy breakfast.				
Year 6 have a breakfast class to support learning preparations for SAT's.				

**7. Additional detail**