



Pupil premium strategy statement

(Overdale CP school primary)

1. Summary information					
School	Overdale Community Primary School				
Academic Year	2018 2019	Total PP budget	£87,942	Date of most recent PP Review	Sept 2018
Total number of pupils	204	Number of pupils eligible for PP	71	Date for next internal review of this strategy	May 2019

2. Current attainment Year 6 2018 expected standard using SATs outcomes		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
53% achieving in reading, writing and maths	59%	64
63% expected standard in reading	50%	75
78% expected standard in writing	63%	76
67% expected standard in maths	38%	76

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Speech and Language development – within the Scarborough Opportunities Fund as well as PP
B.	Global delay – low aspiration
C.	Baseline indicates additional learning needs.
External barriers (<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 – lack of support for regular attendance (holidays in term time / day of for birthdays)

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Language Links Training delivered and implemented across EY / KS1 and KS2	Improved outcomes in CLLD and phonics assessment and end of KS2 SATs
B.	Interventions delivered as identified by the pupil progress meetings.	Gaps targeted for closing
C.	Staffing structure, environment in EY and parent engagement across school.	Target teaching – gaps closed through Early Intervention and Parent classes.
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. 95.03% Authorised absence = 4.29 Unauthorised absence = 0.64

5. Planned expenditure					
Academic year	2018 2019				
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 (am only 2018 19)	Targeted teaching for small groups. Individualised provision Teaching teams for Phonics and reading happen weekly	Calm and purposeful learning environments, as emotional / learning support is always available. Small group target teaching from LSA or Teacher.	Observations of lessons and learning walks. Discussions in PPM's Senco learning walks	SLT	Half termly
B Language Interventions enable chn to accelerate their learning	Targeted teaching for small groups as identified by screening outcomes in Speech Link	Accelerated progress shown in pupil progress meeting. Therapy plans delivered 1:1 – SALT on site	Monitoring by Co-HT, AHT as Senco and lead teacher Julie Stewart	Mrs Logan Mrs Stabler Mr Watson Mrs Stewart	Termly
B Senco to work with target PP KS2 children with barriers to learning	Learning support sessions parent and child sessions 1:1	Targeted specialist teaching support for vulnerable children and home to school link.	SLT meetings with Senco – PPM feedback from class teachers.	SLT teachers	Termly
Total budgeted cost					£55.000
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 GLD.	Target teaching for Language Links intervention and Therapy plans.	Proven success for developing Language skills. No S&L services available as we need them, now on site – INSTANT access as chn and families need it.	It is the SDP, therefore ST and Governors. Also monitored by the Scarborough Opportunities Initiative.	Mrs Logan Mrs Stewart Richard Benstead.	Sept 2019
B All Nursery children access personalised provision	Targeted teaching for small groups. Cross phase phonics	Increased maturity for Reception children due to focused inputs for the Nursery chn. Parental engagement reports.	Lead teacher SLT	Mrs Stewart Mrs Logan Mrs Stabler	Termly
C The gap between All chn and PP children's attendance will reduce.	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. PP tracking for SLT and Governor attention.	Mrs Logan Mrs Stabler Mrs Hardaker	Every half term
Total budgeted cost					£30.000

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 and non children	Children are calm, positive and ready to learn at the start of the day. Children have 'talk time' and quiet time before starting the day.	PSA attends the sessions – gives time to talk for vulnerable PP chn. Staff run small group interaction activities on a rota.	PSA HW GL - TLR	Termly then July 2019
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 relaxed environment	Y6 staff lead this with HLTAs and MSA support.	Mrs Mills Mrs Meads Mrs Logan Mrs Stabler	Completed May 2019
Total budgeted cost					£2,000

6. Review of expenditure

Previous Academic Year	Complete September 2018
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i. Quality of teaching for all

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	Targeted teaching for small groups. Individualised provision	End of Key Stage and GLD outcomes were maintained for a second year.	Definitely continue this support. Our children NEED this quality targeted time emotionally and academically.	£52,000
B Interventions enable chn to accelerate their learning	Targeted teaching for small groups.	See percentile gains from the Language Link outcomes report. Almost all children demonstrate significant progress.	Definitely continue due the year on year success of the programme. Overdale now leads 24 Coastal schools on this programme. We are the HIB school for SaLT.	£13,000
B Senco to work with target PP KS2 children with barriers to learning	Learning support sessions and parent and child sessions	Vulnerable children are more confident in their own abilities. 1;1 session report success in learning and confidence for both parents and child.	Senco must be confident to teach larger groups of children and consider mixing age groups to reach more children when addressing basic skills. E.g Y4 and Y5 together.	£8,000

ii. Targeted support

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 GLD.	Target teaching for Language Links intervention.	This was 67% but should have been 75% - SLT can explain this.	To show results as chn who spend their total EY time at Overdale and those who came in the final half term to be shown outside the overall results.	8,000

C All Nursery children access personalised learning plans.	Targeted teaching for small groups.	Children entering Reception class are learning ready. Evidenced in learning walks. VERY Secure judgement for EY.	Quality staff and secure planning for learning through play and start Phonics teaching in T1 for those chn who are ready.	5,500
D The gap between All chn and PP children's attendance will close.	Team working with PREVENT service and OCPS Parent support	Illness and holidays in term time remain our barriers, but they are always addressed.	To continue to engage with parents regarding attendance. Find new ways to reward attendance every year.	2,200

iii. Other approaches

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.	Breakfast club for PP children	This provision is growing, but this is with working parents demonstrating a change in our socio demographic intake of children (Middle Deep Dale Estate)	Include less physical activities as aa option – give talk time and lower level physical options to maintain engagement.	1,800
Year 6 have a breakfast class to support learning preparations for SAT's.	Breakfast club / SAT's class for Y6	Pupils feel special and valued at this time. They look forward to the additional support and utilise it to their success.	Continue this at all costs.	250

7. Additional detail

The school is receiving a changing intake, with less PP children and this is probably due to the new estate at Middle Deepdale, which will add to the intake in our NEW school. Also the Universal Provision in EY and KS1 can make it challenging to know which children are PP and accessing this information can take up many professional working hours with little return.

The widest gap we have in school is the upper two year groups and these are constantly monitored by the SLT to ensure effective provision is in place. The PP / non PP gap is a focus in our School development plan for 2018 2019. We are very focused on the present gap in Y6 2019.