

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Over Hall Community School
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	59% (108 children) - current 52% (96 children) – at last census
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 – Second year of a 3yr strategy document.
Date this statement was published	Oct 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Claire Edgeley
Pupil premium lead	Jessica Schuettke
Governor / Trustee lead	Bob Barton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,680.00
Recovery premium funding allocation this academic year	£14,935.00
School Led Tutoring funding allocation this academic year	£6210.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£160,825.00

# Part A: Pupil premium strategy plan

## Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Improvement and Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

### **Our priorities**

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- ensuring excellent learning and teaching in every class;
- closing the attainment gap between disadvantaged pupils and their peers;
- providing targeted support for pupils in order to ensure they make at least expected progress;
- addressing non-academic barriers to attainment such as wellbeing, attendance, behaviour, expectations and aspirations;
- ensuring that the PPG spend reaches the pupils who need it most.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Trustees consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.

- To allocate Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning
- 1-1 support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

## Challenges

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

Challenge number	Detail of challenge
1	High number of children with SME difficulties resulting in problems, such as low self-esteem, which in turn affects behaviour.
2	Low phonic & reading skills contribute to low outcomes in Key Stage 2
3	Low language and social skills on entry to school - EYFS baseline data demonstrates around 65% (previously lower: 54% in 2018; 27% in 2017)
4	Persistent absence and limited support from parents / carers to improve attendance and punctuality.
5	The loss of learning due to Covid 19 lockdowns across all classes, with a specific focus on Year 3 and 4. (National Indicative picture as well as Over Hall.)
6	High deprivation and delayed development contribute to low self-esteem, aspiration and work ethic, resulting in poor learning behaviours.
7	Impact of Covid 19 on nursery and pre-school years for YR-2.

## 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
Attainment in Reading	Achieve national average progress scores in KS2 and KS1 reading and therefore achieve attainment in line with national expectations.

Attainment in Writing	Achieve national average progress scores in KS2 and KS1 writing; narrow the attainment gap in greater depth writers and therefore achieve attainment in line with national expectations.
Attainment in Mathematics	Achieve average mathematics progress score in KS2 and KS1 maths and therefore achieve attainment in line with national expectations.
Phonics	Continue to achieve national average expected standard in PSC
Other	Improve attendance of disadvantaged pupils to LA minimum standard of 96%

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: £70,090.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CPD:</b> Engagement with the Maths Hub to release 2 teachers.</p> <p>£700.00</p>	<p>EEF 'Improving Mathematics in the Early Years and Key Stage 1' (<a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1635355217">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1635355217</a>) Ensuring that teachers have the confidence and skills to deliver high level, Quality First Teaching, through access to Maths Hub training.</p>	1, 2, 5, 6
<p><b>Retention:</b> 3 HLTA/Grade 5/6 support staff to ensure quality teaching/intervention for all. £23,000 x 3 = £69,000</p>	<p>'TAs should not be used as an informal teaching resource for low attaining pupils' <i>EEF making best use of teaching assistants</i> Ensuring that the teacher can be released to work with under attaining PP pupils ensures that they get access to the best resource in the classroom.</p>	2, 5, 6
<p><b>CPD:</b> Making a Difference training for PP lead. £390</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a> Ensuring that PP lead is adequately trained to deliver the best outcomes for pupils with the money available.</p>	All barriers

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

Budgeted cost: £24,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>S&amp;L</b> interventions to continue to be delivered – S&amp;L</p>	<p>"Stackhouse and Wells suggests that if a child has difficulties with 'speech processing' then he is vulnerable</p>	2, 3

<p>lead to disseminate key strategies to all staff members.</p>	<p>to literacy problems. This view is supported by Bird et al 1995” Elks and McLachlan 2012</p>	
<p>Small group tuition:  <b>Appointments of HTLA and QTS standard support staff in all classes to support the delivery of pre-planned, high-payoff, bespoke intervention programmes and ad hoc interventions based on AfL. Continued training for staff based on the EEF guidance – interventions. See costing above</b></p>	<p><b>+4 months: ‘Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.’ <i>EEF teaching and learning toolkit</i></b></p> <p><b>Ensuring that the teacher can be released to work with under attaining PP pupils ensures that they get access to the best resource in the classroom.</b></p>	<p><b>1, 2, 3, 5, 6</b></p>
<p>Small group tuition:  <b>Employment of an Academic Mentor to deliver high impact 1:2/3 intervention for reading and maths in Yrs 3, 4 and 6. 2 days, weekly</b>   <b>£13,000</b></p>	<p><b>Use of Shine intervention support to deliver bespoke interventions for 45 children to close the attainment gap in reading and mathematics. 70% of whom will be PP children.</b></p> <p><b>+4 months: ‘Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.’ <i>EEF teaching and learning toolkit</i></b></p>	<p><b>1, 2, 5, 6</b></p>
<p>Small group tuition:  <b>Purchase of and training in the use of Shine – Intervention support materials for Maths and Reading.</b></p>	<p><b>+4 months: ‘Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.’ <i>EEF teaching and learning toolkit</i></b></p>	<p><b>2, 5</b></p>

£720.00		
<p>Small group tuition: Purchase of NFER assessment materials for diagnostic evaluation of performance, leading to bespoke small group interventions and tutoring in GPS, Reading and Maths. £600.00</p>	<p>+4 months: 'Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.' <i>EEF teaching and learning toolkit</i></p>	2, 5
<p>Small group tuition: Purchase of GPS intervention materials to support the implementation of bespoke interventions. £500.00</p>	<p>+4 months: 'Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.' <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	2, 5
<p>Small group intervention: FFT lightening Squad for Yrs2-6 £9525.00</p>	<p><a href="https://fft.org.uk/tutoring/data-impact-report/">https://fft.org.uk/tutoring/data-impact-report/</a> EEF – Improving Literacy in Key Stage 2: Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. (Funding inclusive of 3-year access to platform and training for school TAs)</p>	

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

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance and reduce	Employment of a FSW enables focused support for key individual pupils and families. She also supports engagement with the EWO – which allows us access to support with absenteeism and punctuality.	

<p><b>persistent absence:</b>  <b>Employment of Family Support Worker (FSW) – who will support families and monitor attendance on a monthly basis with the Head Teacher.</b>  <b>£8,000</b></p>	<p><b>‘Interventions may well be part of an effective PP strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour’ <i>Behaviour Interventions strategy from EEF teacher toolkit.</i></b></p>	
<p><b>Individual / small group nurture / behaviour support work, based on identified wellbeing and involvement needs / behaviour incidents.</b>  <b>£14,000</b></p>	<p><b>‘Behaviour interventions have an impact through increasing the time that pupils have for learning.’</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>   <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	<p>1, 4, 5</p>
<p><b>Retention:</b>  <b>Continuation of Y2 provision</b>   <b>£20,000</b></p>	<p><b>DfE: ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice’</b>  <b>The fourth most successful use of PP funding was the recruitment of additional teachers/teaching hours. (Noting that the 4 strategies sitting above it are already outlined above.)</b>   <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	<p>1, 2, 3, 4, 5, 6</p>

**Total budgeted cost: £ 136,435.00**



## 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 2022 to 2023 academic year.

Below is a breakdown of attainment across Key Stage 1 and Key Stage 2, it details comparisons between PP and Non PP children, as well as investigating the effect SEND has to PP outcomes.

#### Headlines:

### Pupil Premium Performance review

#### Headlines: 2022-2023

Year	Strengths	Weaknesses
6	<ul style="list-style-type: none"><li>• Reading – 19% PP pupils at GD level.</li><li>• Writing - 14% PP pupils at GD level.</li><li>• Maths – 14% PP pupils at GD level.</li><li>• GPS – 14% PP pupils at GD level.</li><li>• The removal of SEND/PP pupils reduced the gap to 14% in Maths, although this is still too high.</li></ul>	<ul style="list-style-type: none"><li>• Reading – non-PP pupils outperform by 17% at ARE+.</li><li>• Writing – non-PP pupils outperform by 13% at ARE+</li><li>• Maths and GPS – non-PP pupils outperform significantly.</li></ul>
5	<ul style="list-style-type: none"><li>• In Reading PP and non-PP are in-line.</li><li>• Science performance is roughly in-line (2 pupils).</li></ul>	<ul style="list-style-type: none"><li>• No GD readers, compared with 38% non-PP GD readers.</li><li>• Non-PP pupils outperform when writing, at both ARE and GD levels.</li><li>• Non-PP pupils outperform in Maths by 13%. There are no GD PP mathematician.</li></ul>

4	<ul style="list-style-type: none"> <li>• In Reading PP pupils outperform Non-PP by 27%, with 31% being GD.</li> <li>• In Writing PP pupils are roughly in-line, with 8% working at GD.</li> <li>• In Maths PP outperforms non-PP by 19%, with 15% working at GD.</li> <li>• In Science they are roughly in line with their Non-PP counterparts.</li> <li>• PP pupils outperformed non-PP in the MTC by 3% (1 child).</li> </ul>	
3	<ul style="list-style-type: none"> <li>• In Maths 7% of PP pupils are GD.</li> </ul>	<ul style="list-style-type: none"> <li>• All 3 main subjects remains below National expectation for both PP and Non-PP pupils.</li> <li>• In Reading, Writing and Maths PP are significantly below National and non-PP counterparts. (Significant SEND need)</li> </ul>
2	<ul style="list-style-type: none"> <li>• In Maths PP and Non-PP pupils achieved in line with each other.</li> <li>• In Reading PP pupils are generally in-line with non-PP pupils (5% more non-PP - 2 pupils).</li> <li>• In Writing PP pupils are generally in-line with non-PP pupils (5% more non-PP - 2 pupils).</li> <li>• In Science PP and Non-PP pupils achieved in line with each other.</li> <li>• In the Y2 Phonic resit, 100% passed.</li> </ul>	<ul style="list-style-type: none"> <li>• Maths – non-PP pupils out perform at GD by 13%</li> <li>• In reading non-PP pupils significantly out perform at GD.</li> <li>• In Writing the gap widens for GD with non-PP pupils out-performing PP by 22%.</li> </ul>
1	<ul style="list-style-type: none"> <li>• In Reading there is 3% difference (1 child) between PP and non-PP attainment; with PP pupils out performing Non. 29% of PP are GD.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	<ul style="list-style-type: none"> <li>• Writing: pupils are broadly in-line with non-PP out performing by 1 child. 7% off PP are GD.</li> <li>• Maths: PP out performing non-PP by 17%.</li> <li>• Pupils are roughly in-line (7% gap) between PP and Non-PP pupils' attainment in the Phonics screen.</li> </ul>	
EYFS	<ul style="list-style-type: none"> <li>• In Reading, Maths and Writing FSM pupils achieved roughly in-line with Non-FSM pupils for GLD.</li> </ul>	

## Data:

			Reading	Writing	Maths
<b>National Standards 22-23</b>			<b>60%</b>	<b>58%</b>	<b>59%</b>
			NTS Assessment	Main Assessment	NTS Assessment
	# pupils		% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
Year 1	All Pupils	27	63%	74%	63%
	Pupil Premium	14	64%	71%	71%
	Not Pupil Premium	13	62%	77%	54%
Year 2	All Pupils	30	67%	60%	63%
	Pupil Premium	19	68%	58%	63%
	Not Pupil Premium	11	64%	64%	64%
Year 3	All Pupils	25	44%	28%	32%

	Pupil Premium	15	33%	7%	20%
	Not Pupil Premium	10	60%	60%	50%
Year 4	All Pupils	25	64%	44%	60%
	Pupil Premium	13	77%	46%	69%
	Not Pupil Premium	12	50%	42%	50%
Year 5	All Pupils	28	57%	50%	57%
	Pupil Premium	12	58%	42%	50%
	Not Pupil Premium	16	56%	56%	63%
Year 6			Reading SAT Scaled Score	Writing SAT TA	Maths SAT Scaled Score
			% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
	All Pupils		48%	54%	52%
	Pupil Premium		43%	47%	43%
	Not Pupil Premium		75%	75%	100%

## Attendance

		Pupil Premium %	Non – Pupil Premium %
Year Groups	Rec	94.68	94.43
	Y1	94.54	96.66
	Y2	95.28	97.60
	Y3	92.09	94.33
	Y4	95.47	96.44
	Y5	92.84	93.28
	Y6	91.92	93.83
Whole school		93.83	95.22

## 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
Shine Intervention Reading	Rising Stars
Shine Intervention Maths	Rising Stars
Step Up to... 4-6	1 <sup>st</sup> for Maths
School Led Tutoring	Over Hall Community School
Phonics International	Phonics International
Lightning Squad	FFT

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA