



# 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	Overstone Combined School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	20.3%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2024
Statement authorised by	Kirsty Eales
Pupil premium lead	Zafra Bendall
Governor / Trustee lead	Cathryn Siddall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,000
Recovery premium funding allocation this academic year	£4000
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	£49,000

# Part A: Pupil premium strategy plan



## Statement of intent

At Overstone Combined School, we strongly believe that all children have the right to receive the highest quality of education and richest experiences to enable them to flourish and become successful, productive adults. We have a responsibility to ensure that disadvantaged children leave our school in an equally strong position to that of their peers.

Common barriers to learning for disadvantaged children at our school include less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all.'

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We recognise the vital importance of providing a strong foundation in learning and personal development in our EYFS classes. This particularly applies to closing the word gap between disadvantaged pupils and their peers:

*"These gaps are particularly pronounced in early language and literacy. By the age of three, more disadvantaged children are- on average- already almost a full year and a half behind their most affluent peers in their early language development. "(DfE 2017)*

*"Early language acquisition impacts on all aspects of children's non-physical development. It contributes to their ability to manage emotions and communicate feelings, to establish and maintain relationships, to think symbolically, and to learn to read and write." (Law et al, 2017)*

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 ultimate objectives are to:**

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

### **Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Build and sustain strong, collaborative relationships with parents and carers.
- Provide all teachers with high quality CPD to ensure that pupils access effective, inclusive quality first teaching:

*“Disadvantaged pupils must be able to access high quality teaching every day. They should have at least equitable access to high quality teaching compared with their more fortunate peers. The quality of teaching has a disproportionate impact on disadvantaged pupils.”*

(Rosendale Research School, 2018)

- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom, through ELSA sessions or Nurture Group.

In EYFS, we will:

- Provide a 'language rich' environment where songs, nursery rhymes, stories and time for quality interactions between adults and between peers are paramount.
- Ensure a good adult-child ratio to ensure that trained staff engage in positive and progressive interactions, allowing children to flourish and gather words at pace in



order to become confident communicators. (Currently at least 1:8 in Nursery and 1:16 in Reception)

- Encourage children are to become early readers through enjoyment of books and the systematic teaching of phonics, using the Read Write Inc scheme.
- Lay down a strong foundation in crucial reading, writing and maths skills and be able to apply them in different contexts.
- Take part in national research projects such as NELI and TEEMUP to support the basic foundations of letters and numbers.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Low attainment on entry to Reception in September 2021, particularly in prime areas which are integral to developing Literacy and Numeracy skills.</p> <p>100% of disadvantaged children are below expected standard in:</p> <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Self-Regulation</li> <li>• Managing Self</li> </ul> <p>75% of disadvantaged children are below expected standard in:</p> <ul style="list-style-type: none"> <li>• Listening, Attention and Understanding.</li> </ul>
2	<p>Low attainment in Reading and Writing for disadvantaged pupils across the school.</p> <p><u>Below Expected Standard</u></p> <p>In Y1: Reading: 66.6% Writing: 100%</p> <p>In Y2: Reading: 66.6% Writing: 33.3%</p> <p>In Y4: Reading: 50%</p>



	<p>Writing: 60%</p> <p>In Y5: Reading: 100% Writing: 100%</p> <p>In Y6: Reading: 56.8% Writing: 42.6%</p> <p>(Data from assessments, July 2021)</p>
3	<p>A significant group of disadvantaged children (35.71%) have attendance levels below that of their peers. In some cases, children are missing 25% of their education.</p> <p>Average attendance for disadvantaged children is 90.8% compared to 95.8% for their peers. This equates to approximately 1 lesson a week missed, increasing the gap of disadvantage.</p> <p>In terms of punctuality, 39.2% of disadvantaged children frequently arrive late to school, in spite of support offered by the school to rectify this.</p>
4	<p>At least 64% of our disadvantaged children have experienced Adverse Childhood Experiences such as bereavement or family breakdown. This increases their level of vulnerability and exacerbates the effects of other barriers to learning.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan, in July 2024**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<b>To ensure that disadvantaged children are able to achieve a Good Level of Development at the end of EYFS.</b>	<p>The percentage of disadvantaged children achieving GLD in 2022 is in line with their peers.</p> <p><i>* To be reviewed in June 2022, 2023.</i></p>
<b>To improve the outcomes of disadvantaged children in Reading and Writing.</b>	<p>At least 60% of KS2 children achieve age related expectations in reading and writing.</p>
<b>To bring attendance of disadvantaged children more closely in line with their peers.</b>	<p><i>The average attendance of disadvantaged children will be above 92% (currently 90.8%)</i></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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing Read Write Inc training for all teachers and Teaching Assistants</p> <p>Reading Lead to have dedicated time to ensure that RWI is successfully delivered and specific needs are met.</p>	<ul style="list-style-type: none"> <li>• The Rose Report.</li> <li>• DfE Reading Framework.</li> <li>• Phonics toolkit EEF</li> <li>• DfE accredited phonics programmes.</li> <li>• Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</li> <li>• Phonics   Toolkit Strand   Education Endowment Foundation   EEF</li> </ul>	<p>1, 2</p>
<p>Training provided to refine implementation of Read to Write scheme of work. Additional books purchased.</p> <p>Focus on quality texts, introducing challenging vocabulary and high expectations</p> <p>Kapow Curriculum plans purchased, implemented and INSET time dedicated to familiarisation and identification of new resources needed. Resources purchased and organised. Particular focus on vocabulary and pre-teaching in the form of knowledge organisers.</p>	<ul style="list-style-type: none"> <li>• Research from EEF, T &amp; L Toolkit</li> <li>• Why Closing the Word Gap Matters: Oxford Language Report</li> </ul>	<p>1, 2</p>



<p>Additional Teaching Assistant employed in EYFS to facilitate high quality interactions.</p> <p>Taking part in the TEEM-UP study run by York University, investigating the link between self-regulation and early Maths development</p>	<p>The EPPSE study (a longitudinal study assessing children’s development) found that children attending a high-quality pre-school showed an effect on attainment at the end of primary school when compared to those attending lower quality pre-school. High-quality provision is likely to be characterised by:</p> <ul style="list-style-type: none"> <li>• positive, purposeful interactions between staff and children</li> <li>• activities that support children’s language development</li> <li>• the development of early number concepts</li> <li>• self-regulation.</li> </ul> <p>The EEF recommends that EYFS practitioners prioritise the development of communication and language, concluding that:</p> <ul style="list-style-type: none"> <li>• Language provides the foundation of thinking and learning and should be prioritised.</li> <li>• High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</li> <li>• Adults have a vital role to play in modelling effective language and communication.</li> <li>• A wide range of approaches should be used, including shared reading, storytelling, and explicitly extending children’s vocabulary.</li> </ul>	<p>1, 2</p>
<p>Develop EYFS Outside Area to enrich language and Characteristics of Effective Teaching and Learning opportunities.</p>	<p>A large body of research exists surrounding the positive effects of an enabling outside environment in EYFS:</p> <ul style="list-style-type: none"> <li>• Rivkin (1995): Children have the space to move freely.</li> <li>• Bilton (2002): Movement is an extremely powerful mode of learning.</li> <li>• Rivkin, Bilton and Ouvry (2003): Construction can be on a larger scale,</li> </ul>	<p>1,2</p>



	<p>natural phenomena such as seasons and weather can be experienced.</p> <ul style="list-style-type: none"> <li>• Ouvry (2003): Children are more likely to engage in fantasy play, involving building stories and vocabulary. This is particularly true of boys.</li> </ul>	
Additional teacher and TA employed in KS2, in order to create smaller classes to target in which children receive more teacher time	Research (Maximising the Impact of Teaching Assistants Study) shows that TAs are most effectively used when freeing up the teacher to focus on the children with greater need. This will enable teachers to close the gaps more easily.	2

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

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Link Intervention (Cost incurred through time for staff to undertake training and deliver the intervention.)	<p><i>“Oral language is crucial for social interaction and for learning in the classroom; it also provides the foundation for reading comprehension. It follows that children with language difficulties are at high risk of educational failure. Recently, a number of studies have demonstrated that it is possible to produce small but significant improvements in children’s oral language through targeted language interventions and, furthermore, that studies with high-quality implementation show larger effects. There is also evidence that effects of language intervention can generalize to produce improvements in reading comprehension.”</i></p> <p>(Hulme et al, 2020)</p>	1, 2
RWI (Fresh Start) Tutoring interventions (Assessment indicates a disproportionate number of disadvantaged pupils requiring	Research from the Education Endowment Fund regarding TAs delivering targeted interventions in one-to-one or small group settings, shows a consistent impact on attainment of approximately three to four additional months’ progress.	2



<p>this intervention in KS2)</p>		
<p>Maths resources to support deep understanding of number and reasoning skills</p>	<p>A review of research carried out by the EEF identified five relevant meta-analyses concerned with the use of concrete manipulatives and representations. The evidence was stronger in support of concrete manipulatives.</p> <p>Two systematic reviews by the US What Works Clearinghouse provide evidence to support the use of visual representations, particularly in problem solving and to support pupils who are struggling with mathematics.</p>	<p>1, 2</p>

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Trained Emotional Literacy Support Assistant employed full-time to provide individual or group sessions, liaise with parents and run Lunchtime Club.</li> </ul>	<p>Disadvantaged children are often identified as vulnerable children with specific emotional health and well-being needs. A large proportion of our disadvantaged children (at least 64%) have experienced difficult life events including bereavement and family breakdown.</p> <ul style="list-style-type: none"> <li>Public Health England, link between wellbeing and attainment</li> <li>Trauma informed schools</li> <li>Nurture UK</li> <li>EEF T&amp;L Toolkit (Social and Emotional learning)</li> </ul>	<p>3</p>
<p>Play Therapy for identified children</p>	<ul style="list-style-type: none"> <li>Danger and Landreth (2005) found significant improvements in language skills in children who received Play Therapy over children in a control group.</li> <li>Ray, Armstrong, Balkin, and Jayne (2015) discovered statistically significant outcomes for children with disruptive behaviour, internalizing, self-efficacy, and academic difficulties.</li> </ul>	<p>2,3</p>



	<ul style="list-style-type: none"> <li>• Bratton, Ray, Rhine, and Jones (2005) concluded that play therapy was effective with both internalizing and externalizing problems.</li> </ul>	
<ul style="list-style-type: none"> <li>• Extra-Curricular Activities to be subsidised e.g. Music lessons, trips</li> <li>• Encouraging attendance at after-school clubs run by teachers e.g. Choir, Creative Club, Football, French and Italian Club</li> </ul>	<ul style="list-style-type: none"> <li>• Newcastle University (Nuffield foundation) research regarding the positive effects of after school clubs upon academic performance</li> <li>• ArtsEd research, music and academic performance.</li> </ul>	2,3
<ul style="list-style-type: none"> <li>• Additional transition for vulnerable children, booklets, visit during summer holidays</li> </ul>	<ul style="list-style-type: none"> <li>• Research from DCSF showing that transition activities dealing with each child as an individual, close communication between professions and including parents ensures a more positive transition.</li> </ul>	2, 3
<ul style="list-style-type: none"> <li>• New attendance policy implemented</li> </ul>	<ul style="list-style-type: none"> <li>• EEF Evidence Review regarding attendance found that delivering personalised information to parents of medium- and high-absence students through a series of mail-based communications (Robinson (2018)) and being responsive to the needs/barriers experienced by children with low attendance were effective.</li> </ul>	1, 2, 3
<ul style="list-style-type: none"> <li>• Senior Mental Health Lead trained with dedicated time</li> <li>• Links made with Family Support Service</li> </ul>	<ul style="list-style-type: none"> <li>• The government quotes research which indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn.</li> </ul>	2,3
<p>Develop whole school playground based on OPAL principles. The space will be divided into zones, equipment bought and children introduced to it in assemblies. Staff training on the principles.</p>	<p>A.Chatzipanteli and M.Adamakis in Social interaction through structured play activities and games in early childhood (2022) found that structured activities promote courage, patience, diversity, tolerance, friendship and physical and mental growth. Children learn how to interact co-operatively within a team, developing social and life skills.</p>	2, 4



<p>Visits to other schools to gather information.</p>	<p>Evaluation of South Gloucestershire Council's Outdoor Play and Learning (OPAL) Programme (2007)</p> <p>"Key findings:</p> <p>The evaluation highlights the considerable benefits that have been gained from participating in OPAL. These include:</p> <ul style="list-style-type: none"><li>• changing the attitudes and culture of the school's understanding and position on play (particularly in relation to risk, adult control and all-weather play)</li><li>• altering the school grounds imaginatively and creatively in order to open up more possibilities for play</li><li>• changing children's play patterns, and encouraging greater variety of play behaviours and wider use of time, space and materials for child-initiated outdoor play</li><li>• increasing children's enjoyment of playtimes, with an associated reduction in perceived disruptive behaviour</li><li>• teaching staff to value the instrumental outcomes of the enhancement of playtime, particularly in terms of learning and social development.</li></ul>	
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**Total budgeted cost: £ 49,000**



## 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 2021 to 2022 academic year.

#### Assessment of Outcomes in 2021-22

<p><b>Outcome 1: To ensure that disadvantaged children are able to achieve a Good Level of Development at the end of EYFS</b></p> <p><i>Success Criteria: The percentage of disadvantaged children achieving GLD in 2022 is in line with their peers.</i></p>	<ul style="list-style-type: none"> <li>• 50% of disadvantaged children achieved GLD</li> <li>• 84.21% of their peers achieved GLD</li> </ul> <p>2021-22 was the first year that the new EYFS framework was implemented. The expectations for Maths have changed considerably and a greater focus on a deep understanding of number and reasoning is needed in our teaching. All disadvantaged children who did not achieve GLD did not reach expected standard in Maths.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> <li>• Establish new entrants to school who are eligible for PP</li> <li>• Assessments to identify focus areas (Reception Baseline Assessment, Speech Link, Teacher Observations)</li> <li>• Review Maths provision in EYFS</li> </ul>
<p><b>Outcome 2: To improve the outcomes of disadvantaged children in Reading and Writing</b></p> <p><i>Success Criteria: At least 60% of disadvantaged KS2 children achieve age-related expectations in Reading and Writing</i></p>	<ul style="list-style-type: none"> <li>• Reading: 58.67% of disadvantaged KS2 children achieved age-related expectations</li> <li>• Writing: 46.52% of disadvantaged KS2 children achieved age-related expectations</li> </ul> <p>Read to Write has been successfully implemented in YR-Y6, with a strong focus on high-level vocabulary and high-quality texts. This is starting to have an impact on the quality of writing. RWI and associated interventions are showing good results, particularly in KS2.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> <li>• Teachers to be given information relating to disadvantaged children who have not achieved age-related expectations</li> </ul>



	<ul style="list-style-type: none"> <li>• Trained volunteers to support disadvantaged children below 20th centile in STAR Reader assessments</li> <li>• Pre-teaching vocabulary</li> <li>• Focused RWI groups and interventions</li> <li>• Teaching and learning adapted to scaffold writing</li> </ul>
<p><b>Outcome 3: To improve the attendance of disadvantaged children.</b></p> <p><i>Success Criteria: The average attendance of disadvantaged children will be above 92%</i></p>	<p>Average attendance for disadvantaged children was 86.4%. This is classed as ‘critically low.’</p> <p>Attendance during the 2021-22 academic year was still affected by the Covid pandemic. The 2022-23 academic year will be a return to pre-pandemic processes and expectations.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> <li>• Review attendance policy and implement supportive process to improve attendance</li> <li>• Regular monitoring of attendance of individual disadvantaged children and communication with parents</li> <li>• Staff informed about focus children whose attendance is a cause of concern/critically low</li> <li>• Building relationships with parents in order to understand barriers</li> </ul>

### Assessment of Outcomes in 2022-23

<p><b>Outcome 1: To ensure that disadvantaged children are able to achieve a Good Level of Development at the end of EYFS</b></p> <p><i>Success Criteria: The percentage of disadvantaged children achieving GLD in 2023 is in line with their peers.</i></p>	<ul style="list-style-type: none"> <li>• 75% of disadvantaged children have achieved GLD this year. The child who has not achieved GLD has been placed onto the SEND Register and there is involvement from the Family Support Service and School Nursing.</li> <li>• 88.5% of their peers have achieved GLD.</li> </ul> <p>The difference between the two groups is 13.5% compared to a difference of 34.21% in July 2022. Our disadvantaged children are therefore in a good position to enter KS1.</p>
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<p><b>Outcome 2: To improve the outcomes of disadvantaged children in Reading and Writing</b></p> <p><i>Success Criteria: At least 60% of disadvantaged KS2 children achieve age-related expectations in Reading and Writing in July 2023</i></p>	<ul style="list-style-type: none"> <li>• In Reading, 39.15% of disadvantaged children have achieved age-related expectations. In Writing, the figure is 33.6%.</li> <li>• For comparison, 80.65% of non-disadvantaged children have achieved age-related expectations in Reading and 74.9% have done so in Writing.</li> <li>• Progress of disadvantaged pupils has been in line with their peers this year in Reading and Writing. However, the gap between them and their peers remains substantial in KS2. It is encouraging that the gap between disadvantaged KS1 pupils and their peers in Reading and Writing is decreasing. The inference that can be drawn is that Read to Write, Accelerated Reader, RWI and associated staff training is having a positive effect on outcomes.</li> </ul>
<p><b>Outcome 3: To improve the attendance of disadvantaged children.</b></p> <p><i>Success Criteria: The average attendance of disadvantaged children will be above 92%</i></p>	<ul style="list-style-type: none"> <li>• Average attendance for disadvantaged children is 89.4%</li> <li>• In 4 out of 7 classes, the average attendance of disadvantaged children is over 90%.</li> <li>• Attendance of a number of children has been affected this term by factors such as play therapy sessions, change of accommodation, additional transition sessions at a new school, medical appointments and illness.</li> <li>• As in March, 12/37 disadvantaged children still have attendance above 95%.</li> </ul>

## 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
Read to Write	Literacy Counts
Read, Write Inc Phonics	Oxford University Press
The Poetry Basket	Helicopter Stories
Kapow	Kapow Primary