



Pupil premium strategy statement

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 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	175
Proportion (%) of pupil premium eligible pupils	19.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2027
Statement authorised by	Kirsty Eales
Pupil premium lead	Tracy Roberts
Governor / Trustee lead	Natalie Bird

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£57,720

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.
- Encourage children to become early readers through enjoyment of books and the systematic teaching of phonics, using the Read Write Inc scheme including the Fresh Start catch up.
- Lay down a strong foundation in crucial reading, writing and maths skills and be able to apply them in different contexts.

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 2023, particularly in prime areas which are integral to developing Literacy and Numeracy skills.</p> <p>% of disadvantaged children who are below expected standard in:</p> <ul style="list-style-type: none"> • Speaking 60% • Self-Regulation 80% • Writing 100% • Numerical patterns 100% • Listening, Attention and Understanding 60%
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: 100% Writing: 100%</p> <p>In Y2: Reading: 50% Writing: 25%</p> <p>In Y3: Reading: 44%</p>



	<p>Writing: 56%</p> <p>In Y4: Reading: 43% Writing: 86%</p> <p>In Y5: Reading: 50% Writing: 50%</p> <p>In Y6: Reading: 60% Writing: 40%</p> <p>(Data from assessments, October 2024)</p>
3	<p>A significant group of disadvantaged children (73.5%) have attendance less than 90% and 23.5% are below 80%. In some cases, children are missing 25% of their education.</p> <p>Average attendance for disadvantaged children is 84.5% compared to 93.3% for their peers. This equates to approximately $\frac{3}{4}$ of a day 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 38% 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 2027**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To ensure that disadvantaged children are able to achieve a Good Level of Development at the end of EYFS.	<p>The percentage of disadvantaged children achieving GLD in 2027 is in line with their peers.</p> <p><i>* To be reviewed in July 2025, 2026 & 2027</i></p>
To improve the outcomes of disadvantaged children in Reading and Writing.	<p>At least 60% of KS2 children achieve age related expectations in reading and writing.</p>



<p>To bring attendance of disadvantaged children more closely in line with their peers.</p>	<p>The average attendance of disadvantaged children will be above 87% (currently 84.5%)</p>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 24,000

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"> • The Rose Report. • DFE Reading Framework. • Phonics toolkit EEF • DfE accredited phonics programmes. • 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: • Phonics Toolkit Strand Education Endowment Foundation EEF 	<p>1, 2</p>
<p>Training provided to refine implementation of Ready Steady Write (previously called Read to Write) scheme of work. Additional books purchased.</p> <p>Author visits - either in person or virtual.</p> <p>Focus on quality texts, introducing challenging vocabulary and high expectations</p>	<ul style="list-style-type: none"> • Research from EEF, T & L Toolkit • Why Closing the Word Gap Matters: Oxford Language Report 	<p>1, 2</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>		
<p>Additional Teaching Assistant employed in EYFS to facilitate high quality interactions.</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"> • positive, purposeful interactions between staff and children • activities that support children’s language development • the development of early number concepts • self-regulation. <p>The EEF recommends that EYFS practitioners prioritise the development of communication and language, concluding that:</p> <ul style="list-style-type: none"> • Language provides the foundation of thinking and learning and should be prioritised. • High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. • Adults have a vital role to play in modelling effective language and communication. • A wide range of approaches should be used, including shared reading, storytelling, and explicitly extending children’s vocabulary. 	<p>1, 2</p>



<p>Continue to 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"> • Rivkin (1995): Children have the space to move freely. • Bilton (2002): Movement is an extremely powerful mode of learning. • Rivkin, Bilton and Ouvry (2003): Construction can be on a larger scale, natural phenomena such as seasons and weather can be experienced. • Ouvry (2003): Children are more likely to engage in fantasy play, involving building stories and vocabulary. This is particularly true of boys. 	<p>1,2</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Link Intervention (Cost incurred through time for staff to undertake training and deliver the intervention.)</p>	<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> (Hulme et al, 2020)</p>	<p>1, 2</p>
<p>RWI (Fresh Start) Tutoring interventions (Assessment indicates a</p>	<p>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.</p>	<p>2</p>



disproportionate number of disadvantaged pupils requiring this intervention in KS2)		
Maths resources to support deep understanding of number and reasoning skills	<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>	1, 2

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

Budgeted cost: £ 23,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Trained Emotional Literacy Support Assistant employed full-time to provide individual or group sessions, liaise with parents and run Lunchtime Club. 	<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"> Public Health England, link between wellbeing and attainment Trauma informed schools Nurture UK EEF T&L Toolkit (Social and Emotional learning) 	3
<ul style="list-style-type: none"> Extra-Curricular Activities to be subsidised e.g. Music lessons, trips 	<ul style="list-style-type: none"> Newcastle University (Nuffield foundation) research regarding the positive effects of after school clubs upon academic performance 	2,3



<ul style="list-style-type: none"> Encouraging attendance at after-school clubs run by teachers e.g. Choir, Creative Club, Football, French and Italian Club 	<ul style="list-style-type: none"> ArtsEd research, music and academic performance. 	
<ul style="list-style-type: none"> Additional transition for vulnerable children, booklets, visit during summer holidays 	<ul style="list-style-type: none"> 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. 	2, 3
<ul style="list-style-type: none"> New attendance policy continues to be implemented 	<ul style="list-style-type: none"> 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. 	1, 2, 3
<ul style="list-style-type: none"> Senior Mental Health Lead trained with dedicated time Links made with Family Support Service and local children's centre 	<ul style="list-style-type: none"> 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. 	2,3
<p>Continue to develop a whole school playground based on OPAL principles. The space will be divided into zones, equipment bought and children introduced to it in assemblies.</p> <p>Staff training on the principles.</p> <p>Visits to other schools to gather information.</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> <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"> changing the attitudes and culture of the school's understanding and position on play (particularly in 	2, 4



	<p>relation to risk, adult control and all-weather play)</p> <ul style="list-style-type: none"> • altering the school grounds imaginatively and creatively in order to open up more possibilities for play • 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 • increasing children's enjoyment of playtimes, with an associated reduction in perceived disruptive behaviour • teaching staff to value the instrumental outcomes of the enhancement of playtime, particularly in terms of learning and social development. 	
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Total budgeted cost: £ 57,720

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
Ready Steady Write	Literacy Counts
Read, Write Inc Phonics	Oxford University Press
Kapow	Kapow Primary