



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	223
Proportion (%) of pupil premium eligible pupils	12.56%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
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	£36,936
Recovery premium funding allocation this academic year	£3300 over two academic years (£1925 in 2021-2022)
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	£38,861

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 1:13 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"> • Speaking • Self-Regulation • Managing Self <p>75% of disadvantaged children are below expected standard in:</p> <ul style="list-style-type: none"> • Listening, Attention and Understanding.
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
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 2022 is in line with their peers.</p> <p><i>* To be reviewed in June 2022.</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>
To bring attendance of disadvantaged children more closely in line with their peers.	<p>The percentage of disadvantaged children with lower attendance than their peers will be below 20% (currently 35.71%)</p>
To support the well-being of disadvantaged children, in order to improve outcomes.	<p>To enable identified children to make accelerated progress in relation to their starting point, thus closing the gap.</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: £ 18,994

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read Write Inc training for all teachers and Teaching Assistants</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>Read to Write scheme of work purchased, implemented and training provided. 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>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-</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>	<p>1, 2, 4</p>



<p>regulation and early Maths development</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>Additional teacher and TA employed in KS2, in order to create smaller classes to target in which children receive more teacher time</p>	<p>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.</p>	<p>2</p>
<p>Poetry Basket purchased and poems learnt by heart and then performed by Reception children</p>	<p>The EEF states that effective approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness.</p>	<p>1,2</p>



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
<p>NELI (Nuffield Early Language 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>The independent evaluation of NELI in 193 schools found positive impacts on children’s language, equivalent to about +3 months of additional progress for children receiving the 20-week intervention in Reception.</p>	<p>1, 2</p>
<p>RWI Tutoring interventions (Assessment indicates a disproportionate number of disadvantaged pupils requiring this intervention in KS2)</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>



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

Budgeted cost: £ 10,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Trained Emotional Literacy Support Assistant to provide individual or group sessions every morning, liaise with parents and run Lunchtime Club. An additional ELSA to be trained and then support disadvantaged children in Year 1, full-time. Nurture Group for KS1, run by two trained Nurture Practitioners 	<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, 4
<p>Play Therapy for identified children</p>	<ul style="list-style-type: none"> Danger and Landreth (2005) found significant improvements in language skills in children who received Play Therapy over children in a control group. Ray, Armstrong, Balkin, and Jayne (2015) discovered statistically significant outcomes for children with disruptive behaviour, internalizing, self-efficacy, and academic difficulties. Bratton, Ray, Rhine, and Jones (2005) concluded that play therapy was effective with both internalizing and externalizing problems. 	
<ul style="list-style-type: none"> Extra-Curricular Activities to be subsidised e.g. Music lessons, trips Encouraging attendance at after-school clubs run by teachers e.g. Choir, Creative Club, 	<ul style="list-style-type: none"> Newcastle University (Nuffield foundation) research regarding the positive effects of after school clubs upon academic performance ArtsEd research, music and academic performance. 	2,3



Football, French and Italian Club		
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Total budgeted cost: £ 38,194

Total unallocated budget for support as identified through the remainder of the academic year: £667



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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised. Please see below for further details.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

The impact was mitigated by the following:

- Laptops were provided to disadvantaged pupils to be able to access online learning
- Over half of disadvantaged pupils attended school during lock-down
- Virtual daily Phonics interventions were delivered to individual disadvantaged pupils
- Regular contact made with families and individual support provided, when appropriate
- Focus on a high-quality curriculum provision being maintained during periods of partial closure

Our observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. This included adapting our Nurture Group provision and delivering it virtually through an online journal, Seesaw, with activities and messages being posted regularly. The group also met weekly via Google Meet. Half of all disadvantaged pupils were active members of the group. We are building on that approach with the activities detailed in this plan.



Assessment of 2020-21 Outcomes

<p>To enable identified children to make accelerated progress in relation to their starting point, thus closing the gap.</p>	<p>Toe by Toe/Hornet- Average 6 months' progress in Spelling Age, 8 months' progress in Reading Age, despite disruption to schooling due to Covid-19</p> <p>Achieved</p>
<p>At least 60% of disadvantaged children in Y3,4 and 5 achieve age related expectations in reading.</p>	<p>Y3- 40%, Y4- 66.6%, Y5- 37.5% (1/8 children not attending)</p> <p>Partially Achieved; 48.03% of disadvantaged children in Y3, 4 and 5 achieved age related expectations in reading.</p>
<p>At least 60% of disadvantaged children in Y3,4 and 5 achieve age related expectations in writing.</p>	<p>Y3- 40%, Y4- 66.6%, Y5- 37.5%</p> <p>Partially Achieved; 48.03% of disadvantaged children in Y3, 4 and 5 achieved age related expectations in writing.</p>
<p>At least 60% of disadvantaged children in Y3,4 and 5 achieve age related expectations in maths.</p>	<p>Y3- 40%, Y4- 66.6%, Y5- 37.5%</p> <p>Partially Achieved; 48.03% of disadvantaged children in Y3, 4 and 5 achieved age related expectations in maths.</p>

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