

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	Overleigh St Mary's CE Primary School
Number of pupils in school	505
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Emma Drew, Headteacher
Pupil premium lead	Lisa Birchall Sue Barnes
Governor / Trustee lead	Elaine Davies, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,990
Recovery premium funding allocation this academic year	£1,631.25
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	£62,358.25

Part A: Pupil premium strategy plan

Statement of intent

At Overleigh St Mary's CE, we are proud to deliver a rich and creative learning experience that enables all the children to fulfil their potential. Our vision puts children first. We aim for all children to be successful, independent learners and effective decision makers. We value the individual and are committed to an inclusive education promoting respect for all, working in partnership with governors, parents and the local community.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, independent, socially-responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

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. Our pupils receive high quality intervention and personalised provision to support them at our school. We liaise closely with our families and the local community to foster an invested interest in our school and to create a collaborative ethos with strong home-school connections.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene when the point of need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Emotional and social difficulties impacting on learning, general well-being, resilience, confidence and self-esteem. Developmental delay and difficulties resulting from significant trauma. Low attendance impacting on attainment and progress.
2	Family dis-engagement/ lack of enrichment opportunities.
3	Low understand of mathematical knowledge, concepts and procedures that are necessary to succeed in age appropriate problem solving.
4	Lower than expected achievement and engagement in reading and writing.
5	Low level phonics and spelling knowledge and the ability to apply in reading and writing consistently.

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
<p><u>Challenge 1</u></p> <p>We aim to improve self-confidence and resilience.</p>	<p>Improved focus, self-esteem and ability to manage social situations.</p> <p>Improved progress in learning across all subjects.</p> <p>Evidence of improvement will be demonstrated by feedback from pupils and parents. Also, by the ongoing observations/discussions with staff and, where appropriate, by discussion with the school play therapist.</p> <p>Feedback from pupils and staff will indicate pupils are more emotionally stable and coping better.</p>

	<p>For pupils to feel safe, confident and proud of who they are and what they have achieved.</p> <p>To raise the overall absence rate for pupils to improve progress and attainment in learning across all subjects.</p>
<p><u>Challenge 2</u> To improve family engagement and enrichment opportunities.</p>	<p>PP pupils will have accessed an increased number of cultural and sporting events.</p> <p>PP families will be targeted by staff members offering support and advice to further enhance children's learning and opportunities.</p>
<p><u>Challenge 3</u> To accelerate progress of PP pupils in maths.</p>	<p>Most PP pupils will make at least expected progress each term.</p>
<p><u>Challenge 4</u> To accelerate progress of PP pupils in reading and writing.</p>	<p>Most PP pupils will make at least expected progress each term.</p>
<p><u>Challenge 5</u> To accelerate progress of PP pupils in phonics and spelling.</p>	<p>Most PP pupils will make at least expected progress each term.</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: **£23,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on a trauma informed practice in teaching.</p>	<p>We recognise the need for a whole-school shift to trauma informed care in school and accept that a culture of ‘thoughtfulness’ across school is necessary in supporting the needs of our most vulnerable PP pupils.</p> <p>Training helps staff to support pupils with difficulties understanding, identifying and managing their emotions so that they can develop these skills and subsequently become more emotionally resilient.</p>	<p>1,3,4 and 5</p>
<p>Whole staff training on Little Wandle Phonic Programme.</p> <p>Introduction of new phonic whole school (Little Wandle) approach which is taught daily and discretely YR – Y2 and beyond where necessary.</p> <p>All children YR – Y2 will be involved in the sessions.</p> <p>Whole school shared guided reading.</p> <p>Embedding reading scheme in line with new phonic curriculum.</p>	<p>To increase phonic/spelling knowledge and skills and to apply these skills into reading and writing. Our phonic and spelling programme will be securely and consistently implemented across our school. This is evident from half termly assessments.</p> <p>PP pupils become more fluent and engaged readers and, as a result, achieve well.</p> <p>Training skilled teachers/TAs to deliver interventions will help accelerate progress.</p> <p>Literacy underpins everything. Evidence shows there is a direct link between PP children and how many books they own. Reading for pleasure impacts on progress in writing and oracy. Therefore</p>	<p>3, 4 and 5</p>

	<p>we aim to accelerate our children's progress on reading by focusing on literacy as a whole.</p> <p>We aim to continue and improve upon how much our children read for pleasure.</p>	
<p>Precision Teaching</p> <p>In-class Literacy support</p>	<p>Pupils need to see the value in what they are doing in order to perform to their full potential. Carefully planned lessons with imaginative foci that take into account the interests of the individuals in the class will allow children to be more engaged, more confident and ultimately take more pride in the reading and writing process.</p>	
<p>Whole staff training on Power Maths scheme.</p> <p>In-class Maths support</p>	<p>Pupils benefit from specifically targeted sessions that develop key basic skills through over learning and small steps within small groups.</p> <p>Where misconceptions were made early on in the learning process, immediate feedback allowed us to target children who needed intervention before the learning sequence moved on.</p>	
<p>Whole school approach to learning times tables.</p>	<p>Evidence shows that pupils who are more confident with their times tables can apply this knowledge into other areas of maths and other curriculum subjects.</p>	

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

Budgeted cost: **£28,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Keep up/Catch up phonic groups.</p> <p>Small group/individual Literacy support – reading groups/ sentence structure/ grammar focus</p> <p>Literacy misconception groups</p> <p>SATs preparation/ boosters</p> <p>Beat Dyslexia</p> <p>Greater Depth Days – Reading workshop</p> <p>Creative writing workshop</p> <p>Speech and Language</p> <p>FFT –Literacy targeted</p>	<p>Basic skills need to be securely in place before children can move their learning on. Research shows that regular short sessions are most effective for delivering interventions and an over-learning approach will help children to remember skills for reading long-term.</p> <p>Constructive, purposeful and immediate feedback to pupils works alongside this.</p> <p>We feel that early support is fundamental to giving children a solid start on their school journey. By identifying any gaps in language skills, staff can work with the children on specific difficulties.</p> <p>We aim to continue and improve upon how much our children read and write for pleasure.</p> <p>External agencies offer us advice and provide necessary resources and reports so that pupils access the appropriate services. This ensures that the interventions and strategies used will best match their emotional needs.</p>	<p>4 and 5</p>
<p>In-class Maths catch up support (TA)</p> <p>Support with homework</p> <p>Small group Maths support (including Number Facts)</p> <p>Maths reasoning groups</p>	<p>Pupils benefit from specifically targeted sessions that develop key basic skills through over learning and small steps within small groups.</p> <p>Where misconceptions are made early on in the learning process, immediate feedback allows us to target children who need intervention before the learning sequence moves on.</p>	<p>3</p>

<p>Maths misconception groups</p> <p>SATs preparation/boosters.</p>	<p>Reasoning is an area we have improved upon as a school as planning and book scrutinies have shown it weaved through the teaching sequence. However, there now needs to be an impetus on oracy to enhance reasoning, for pupils to discuss mathematical problems and explain to others 'how they know'.</p>	
<p>ELSA support</p> <p>Extra input for children at key transition points - at entry, end of KS1/KS2</p> <p>Mindfulness workshop</p>	<p>The Emotional Literacy Support Assistant (ELSA) helps support the emotional needs of pupils. Research shows that children learn better and are happier in school if their emotional needs are addressed. ELSA supports pupils with difficulties understanding, identifying and managing their emotions so that they can develop these skills and subsequently become more emotionally resilient</p>	1

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

Budgeted cost: **£9,850**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inter-school Maths competitions and work with Chester University to raise aspirations and improve confidence and engagement</p>	<p>Raising aspirations is key to engaging the children and raising their expectations in terms of what they can achieve. Many PP children have low expectations in terms of their own ability but also staff may have similarly low expectations of what they can achieve. Working with the university will help to broaden horizons, tap into enrichment opportunities and get all concerned to reassess what is possible.</p>	1, 2 and 3
<p>Play Therapist – external and in house staff member.</p> <p>Social Skills groups.</p>	<p>An increasing number of our children have high emotional needs and arrive at school having already faced challenges in a morning. Some struggle with low self-esteem; others find it difficult to get along</p>	1 and 2

<p>Go Noodle yoga.</p>	<p>with their peers; some have experienced situations outside school that they are unsure how to deal with.</p> <p>There is a need to understand our children, to empathise, to build relationships with both them and their families before we can expect academic progress. Happy children make for better learners who have strategies to cope with challenges life throws at them and are more able to focus on the task in hand.</p> <p>Many of our staff have received training and have experience of delivering these interventions and recognising when they are appropriate. However, in some cases, there is a need for specialised staff to work with some of our more vulnerable pupils.</p> <p>Our play therapist has seen very positive outcomes. The feedback from pupils and parents has been that the children know that they have a comfortable and safe place to talk about their anxieties.</p> <p>External agencies offer us advice and provide necessary resources and reports so that pupils access the appropriate services. This ensures that the interventions and strategies used will best match their emotional needs.</p>	
<p>Educational visits and residential subsidised.</p> <p>Forest School.</p> <p>Children to be given the opportunity to take part in sporting events inside and outside school.</p> <p>Children to be given the opportunity to take part in sport, music, languages, art, cooking, swimming</p>	<p>Children are given the chance to experience and explore new opportunities in different settings. They will have access to develop their learning skills and carry out practical activities.</p> <p>Children's confidence and skills will grow and they will experience being part of a team which will boost self-esteem. Children will visit new places and meet children from other schools.</p>	<p>1 and 2</p>

<p>via clubs. Clubs which cost can be subsidised.</p> <p>In-class visits to school from people relating to topics studied. Any cost can be subsidised.</p>	<p>Children are given the opportunity to carry out a new interest or hobby to build new skills, confidence and self-esteem.</p> <p>Children will get the opportunity to meet and question people who visit relating to their topic being studied. This will give them a greater knowledge and authenticity about the topic they are studying which will deepen their knowledge and skills. In some cases, this offers hands on experiences and activities which promote team building, increasing confidence and working together.</p>	
<p>School uniform and clothing for vulnerable children.</p> <p>Toy library</p>	<p>Children will feel secure and part of the school community whilst wearing our school uniform.</p> <p>Children will have the opportunity to develop social and play skills through the toy library.</p>	<p>1 and 2</p>

Total budgeted cost: £62,350

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021.

Every term, we compile data on the progress of every child across the school in Reading, Writing and Maths. This data is a culmination of formal tests where appropriate and the teacher's assessment over time. From this, we are able to pinpoint whether a child is making expected or accelerated progress and where a child is falling behind. This allows us to address this quickly and effectively, putting interventions into place where necessary, to prevent the gap widening further as the year goes along. We are also able to measure the progress and attainment of groups of children in our school and compare them to children who are not of the same group.

Year 6

Attainment – At or Above Age Related Expectations

Writing		Reading		Maths	
PP	Non-PP	PP	Non-PP	PP	Non-PP
56%	83.6%	66%	89.7%	56%	75.5%

Progress – At or Above Age Related Expectations

Writing		Reading		Maths	
PP	Non-PP	PP	Non-PP	PP	Non-PP
100%	82%	100%	86%	88%	78%

According to the data, Pupil Premium children are still working below children who are not on the Pupil Premium register across all subjects in terms of **Attainment**.

In all subjects, PP children are out-performing Non-PP children in terms of **Progress**.

This means that whilst attainment is higher for non-PP children at the moment, the gap between the 2 groups is narrowing in all subjects. This shows the school's PP entitlement is being well spent and the PP children, on the whole, are getting value for money.

Externally provided programmes

Programme	Provider
Little Wandle	Little Wandle
Power Maths	Power Maths
Premier Sports	Premier Sports
Educational Library service	Educational Library Service
Play Therapist	Play Therapist
Refugee Support Group	LA
Chester University	Chester University

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.</p> <p>We provide extra emotional support and wellbeing groups for service children.</p>
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.