

# 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	Overchurch Infant School
Number of pupils in school	301
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2024 (3 years)
Date this statement was published	21 <sup>st</sup> September 2021
Date on which it will be reviewed	19 <sup>th</sup> July 2024
Statement authorised by	Steve Elliott (Headteacher)
Pupil Premium lead	Charlotte Williams (Deputy Headteacher)
Governor / Trustee lead	Jason Comber

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,920
Recovery premium funding allocation this academic year	£8,900
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	£88,820

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF supports our strategic 3-year plan for the use of pupil premium funding.

Common barriers to learning for disadvantaged children at Overchurch Infant School can include:

- Having less support at home
- Poor language and communication skills
- Lack of confidence
- More frequent behaviour difficulties
- Attendance and punctuality issues.
- Complex family and living situations that prevent children from flourishing.

The challenges are varied and there is no “one size fits all”. We will ensure that all stakeholders involved with identified children are involved with the whole child. This may include analysis of data, strengths and weaknesses of the children or group and what that child needs to blossom in our school.

### Principles

- We ensure that all teaching and learning opportunities meet the needs of all pupils
- We ensure 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
- In 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.

### Demography and School Context

Overchurch Infant School is situated in Upton, Wirral. It is part of the Birkenhead North Cluster group of schools which serves the lowest 20% income families nationally. Overchurch Infant School has a higher than national average of SEND pupils with 12% on the SEND register and of these, just under half of these children are also in receipt of Pupil Premium.

### Ultimate objective

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

### Achieving these objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Creating additional Teacher and TA2 hours as required to provide focused interventions for targeted children.
- Additional teaching and learning opportunities provided through quality, structured interventions delivered by skilled teaching assistants.
- Investment in our Revised Letters and Sounds programme which targets rapid improvement of all through Phonics and early reading.
- 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.
- Transition from Infant to Junior and transition internally from EYFS into KS1.
- Additional learning support.
- Pay for all activities and educational visits of those who may be unable to in order to ensure all children have first-hand experiences to use in their learning in the classroom.
- Support the funding of ICT resources.
- Behaviour and nurture support during lunchtimes by providing activities and clubs to engage and promote high expectations for all.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication skills
2	Children starting school at typically lower starting points particularly in CLL
3	Incidents of dysregulated behaviour
4	Attendance and punctuality
5	Poor life experiences of disadvantaged pupils

## 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
Progress in Phonics in line with our school progression expectations and national data	90% of pupils achieve above national average for PSC in Year 1 100% of pupils achieve above national average for PSC in Year 2
Progress in Reading at expected and greater depth	Achieve in line with national average % for Reading
Progress in Writing in expected and greater depth	Achieve in line with national average % for Writing
Progress in Mathematics in expected and greater depth	Achieve in line with national average % for Mathematics

## 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: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Development of Revised Letters and Sounds in conjunction with Little Wandle.</i>	Letters and Sounds is no longer sufficient in planning, resourcing and outcomes for pupils so school need to use a newly validated programme. Following extensive research Little Wandle provided what school needed so SLT dedicated time to producing our own resources to work alongside our 'Revised Letters and Sounds' programme.	1, 2, 5
<i>Staff CPD with Little Wandle</i>	High quality CPD is essential to follow the EEF principles. This CPD works alongside targeted staff meetings, progress meetings, and INSET to ensure a consistently high offer for all children which moves learning forward. Schools works with the English hub and NCETM Mastering Number programme to continually upskill staff on a rolling programme.	1, 2, 5
<i>Speech and Language therapist available weekly for therapy, observations and to attend multi agency meetings for targeted children.</i>	Higher than average number of children access SALT provision throughout school which can delay appropriate paperwork and observations being completed for pupils. Due to poor socio-economic background and disadvantaged upbringing, PP children are unlikely to have the breadth of vocabulary, knowledge and skills required that non-PP have.	1, 2, 5
<i>Additional day of SENCO time.</i>	44% of PP children have significant SEND difficulties which require additional meetings, paperwork and multi-agency work. The SENCO works closely with staff and SEND TA's to ensure a consistency of personalised offer for all PP children with SEND.	3, 5

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To deliver structured small group and one to one support</i>	Children identified as being just off-track following school's internal assessments and teacher judgements are identified for short intervention with highly skilled TAs. Entry and exit points assessed and programmes such as revised letters and sounds, keep up catch up maths and pathways to progress are followed to ensure children reach maximum learning potential in line with their peers more quickly.	1, 2, 5
<i>Ear to Hear programme</i>	50% of PP children do not read regularly at home. The 'Ear to Hear' programme provides these children with additional opportunities to read outside of their dedicated reading time with their class teacher. Volunteers are trained by curriculum leader and provided with all resources to support early reading.	1, 2, 5
<i>Big Cats for Letters and Sounds ebooks</i>	Parents struggle with reading at home so, alongside our existing reading support videos, parents can read a perfectly matched book online which has already been read in school. This supports the fluency, pace and oracy of the children in school and at home.	1, 2, 5
<i>Resourcing in EYFS</i>	On average 70% of children achieve GLD at the end of EYFS but following an audit by the EYFS leader it was found that many resources needed to be replaced or renewed alongside classroom furniture to ensure groups of children could write whilst sitting at a table. These resources will provide consistency across the 3 classrooms and also bring provision in line to reflect the new EYFS curriculum.	1, 2, 3, 4, 5
<i>Perfectly matched Phonics books to support reading in school and at home</i>	Following an audit of books in school it was found that only 40% of them perfectly matched the Phonics phase that children were working at. An investment in new matched reading books and relabelling existing books works alongside the new eBooks resources which support school and home in developing fluency and ensuring children do not become 'stuck' on a particular phase.	1, 2, 5

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increase attendance and punctuality of PP children.</i>	EEF working with parents document evidence highlights the correlation between improved attendance through successful partnership with parents at home.	4
<i>Attendance officer to work with FN to target the attendance of vulnerable groups</i>	Attendance figures for PP show current attendance (Autumn 1) of PP children is 94.8% compared to 97% for non-PP children. FN works with CW to identify potentially vulnerable children or patterns in attendance and liaises with parents and Julie Kelly the school's attendance officer. Attendance is tracked half termly with targeted letters sent out to identified parents and meetings with ESWO offered to further support families.	4
<i>Additional midday supervisor at lunchtime to provide high quality games and interventions for targeted children</i>	Following an audit of lunchtime provision by SENCO and Shine (OT support) a more structured lunchtime was required which offered vulnerable children a place to belong. This would also support children displaying dysregulated behaviour in unstructured parts of the day. By providing more adults we could offer a range of clubs for all children to experience.	3, 5
<i>Targeted PE CPD for staff and clubs for children</i>	Engaging pupils in sports is a means to increasing educational engagement and attainment. Quality CPD engages staff and ensures the best possible outcomes for all children regardless of ability.	3, 5
<i>Deliver a vocabulary rich, well rounded curriculum which develops children's sense of identity.</i>	Studies from EEF show that those children who have the offer of a text rich, vocabulary lead curriculum show positive benefits of academic learning and end of key stage performance.	1, 2, 5

**Total budgeted cost: £89,500**

## 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, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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
Little Wandle Letters and Sounds	Little Wandle
NELI	Speech and Language
Team Teach	

### 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?	Service children's progress was measured alongside their peers through pupil progress meetings and teacher discussions.
What was the impact of that spending on service pupil premium eligible pupils?	Service children achieved well in all areas and felt safe and valued whilst at school.