

Pupil premium strategy statement – Overdale Infant School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	315
Proportion (%) of pupil premium eligible pupils	9.52% (30/315)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	<i>Hayley Holmes, Headteacher</i>
Pupil premium lead	<i>Brogan Francis, Assistant Headteacher</i>
Governor / Trustee lead	<i>Sukhi Rai, Governor</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20996.84
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£62,357

Part A: Pupil premium strategy plan

Statement of intent

Overdale Infant School is committed to raising academic standards of all children. We use Pupil Premium funding to ensure that every child reaches their full potential by providing Quality First Teaching for all, effective interventions and widening opportunities, this ensures that the whole child is catered for. We are able to break down barriers to learning which impact on progress, behaviour and attendance to prepare children for a successful future.

Overdale Infant School has high expectations of all irrespective of their background or the challenges they face. We want all children to know that at this stage in their life they can be anything they want to be and as a school we want to open the door to different possibilities which enhance their standard of life and their career prospects.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through our intervention programme, for all pupils including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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 are set.*
- act early to intervene at the point 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1

	and in general, are more prevalent among our disadvantaged pupils than their peers.
2	A number of our disadvantaged children have limited life experiences and limited access to activities or opportunities outside of school.
3	Our assessments and observations indicate many of our disadvantaged children start their school life with skills well below age related expectations.
4	A number of our disadvantaged children have limited access to reading material at home and do not read regularly at home.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and families. The school is on occasion required to support families with these difficulties.
6	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 8.6% lower than for non-disadvantaged pupils. 46.51% of disadvantaged pupils have been 'persistently absent' during that period. (less than 80%) 21% of disadvantaged pupils had an attendance of less than 80% Currently in 2024-2025 13% of disadvantaged children have attendance below 80% Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	For some children aspirations of what they can achieve can be limited.
8	Some of our most disadvantaged children will have had a traumatic start to early life and will need support to overcome this.
9	Different pre-school providers and experiences can have a negative impact on the transition to Infant School for some children. Often our disadvantaged children have not had access to pre-school experiences.
10	Some children who are disadvantaged and also have SEND. Currently 2024-2025: Pupil Premium & EHCP – 10% Pupil Premium & IEP – 26.6%

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
For the majority of pupils to meet age related expectations in Reading, Writing and Maths to ensure we add value over time at Overdale Infant School.	Conversations with all staff illustrate that high expectations are held for all, with the highest of expectations for those who are

	<p>Pupil Premium. This needs to be reflected in data.</p> <ul style="list-style-type: none"> • 72% or better achieve GLD in Reception. • 85% or better pass the phonics test in Year 1. • 75% or better achieve expected standard or above in Reading by the end of KS1. • 60% or better achieve expected standard or above in Writing by the end of KS1. • 80% or better achieve expected standard in Mathematics by the end of KS1. <p>Targeted interventions will take place for all Pupil Premium children.</p>
Staff have a good understanding of pedagogy to enable them to close the gap between Pupil Premium and non-Pupil Premium pupils.	To continue high quality CPD focussed on effective classroom strategies to enable staff to support all children and specifically Pupil Premium children.
To improve attendance and punctuality through the use of a Pastoral Worker and through the attendance escalation procedure.	To reduce the gap between Pupil Premium attendance and non-Pupil Premium attendance which in turn will impact on increasing attainment.
Establish a clear culture for positive behaviour and safeguarding.	DSLs work closely with external agencies to support families in need. Pastoral Lead to deliver a range of interventions to support children's social, emotional and mental health needs. Regular safeguarding meetings and training to ensure a culture of safeguarding. To continue partnership with the Behaviour Hub to implement whole school behaviour strategies.
To ensure every child is prepared for the next phase of their education.	Enhanced and successful transition programme in place for all year groups, this is further enhanced for Pupil Premium children. Children make expected or better progress in each phase based on baseline assessments.
Disadvantaged pupils to acquire the knowledge and cultural capital they need to succeed in life.	Core knowledge agreed and accessed by all. Knowledge organisers in use for all year groups. Children are given a wide range of opportunities through a planned and sequenced enrichment calendar, e.g. theatre trips, visitors to school and workshops with professionals.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>For teaching staff to identify gaps in learning and respond appropriately (responsive teaching and Teacher led intervention)</i>	“For teachers, awareness of exactly what students need, and responsiveness to this – rather than indiscriminately providing support – is therefore critical. So, responsiveness can help us both to support students and to improve our relationships with them.” Harry Fletcher-Wood	1, 3, 4, 6, 7, 9, 10
<i>For teachers to have expert knowledge of the subjects they are teaching.</i>	Ofsted research defined a ‘knowledge-rich’ approach as one in which curriculum leaders are clear on the “invaluable knowledge they want their pupils to know” EEF	1, 3, 4, 6, 7, 9, 10
<i>For teachers to use dialogic reading during book talk sessions daily to promote language development.</i>	“Dialogic reading draws on sociocultural learning theory to suggest that scaffolded interactions between children and adults during reading will result in language gains, particularly with regard to vocabulary development, oral complexity and narrative skills. There is also evidence that the experience of dialogic reading correlates with future literacy skills.” Watkins, 2018	1, 3, 4, 5, 6, 7, 9, 10
<i>Teacher’s use assessment to check pupils understanding in order to inform teaching, embed and use knowledge fluently and develop their understanding.</i>	“A successful assessment system will enable the teacher to understand thoroughly what is expected to be mastered by pupils at any given stage of education and assess their progress towards doing so in a meaningful and fair way.” EEF Through a more rigorous data analysis process teaching staff will be accountable for the progress of	1, 3, 4, 6, 7, 9, 10

	children in their class. This will then allow us to equip staff with strategies to improve outcomes.	
<i>Teachers and Cover Supervisors to receive regular coaching to embed strategies to deliver quality first teaching.</i>	“High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.” EEF – Effective Professional Development	1, 3, 4, 6, 7, 9, 10

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

Budgeted cost: £31,582.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All staff to be trained in pre-teaching strategies and approaches to enable Pupil Premium children to fully access whole class lessons.</i>	When we equip children with the tools and knowledge to contribute and feel valued within lesson, they have a better understanding of a concept, and they immediately start making progress. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit). (EEF)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
<i>Additional staff employed to deliver interventions to support language development, literacy and numeracy.</i>	According to EEF some studies of small group interventions suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners has a larger impact on pupil progress.	1, 3, 4, 6, 7, 9, 10
<i>All staff trained to deliver interventions to support with Early Reading.</i>	According to EEF some studies of small group interventions suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched	1, 3, 4, 6, 7, 9, 10

	to learners has a larger impact on pupil progress.	
<i>Starlings - Additional Provision for children with complex needs and 1:1 targeted support to deliver box work tasks for specific children.</i>	The group uses a TEACCH approach focussing on the person, their skills and needs based on individualised assessments. “Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.” EEF	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

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

Budgeted cost: £24,774.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>External Music Therapy provision.</i>	“Recent meta-analysis has suggested that programmes aimed at promoting pupils’ resilience and wellbeing could have a significant impact on academic achievement.” EEF	2, 3, 5, 7, 8
<i>Nurture group.</i>	On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months’ additional progress on average). Children are provided with a relaxing environment with time out of the classroom to reflect and relax.	2, 3, 5, 7, 8
<i>Pastoral support for children needing emotional regulation.</i>	Camden school services. After completion of Drawing and Talking Therapy, children are more able to control their behaviour , better able to access an academic curriculum and most importantly have higher self-esteem; this allows them to thrive in the world around them. www.drawingandtalking.com	2, 3, 5, 7, 8
<i>Wider pastoral support for families without a wider support network.</i>	Through providing pastoral support for families without a wider support network, vulnerable families thrive, building their resilience by providing effective, whole family support to help	2, 3, 5, 7, 8

	prevent escalation into statutory services.	
<i>To support children through the role of Emotional Literacy Support Assistants in school.</i>	ELSAs can help with: loss and bereavement, social skills, communication skills , understanding and regulating emotions, friendship issues and bullying, self-esteem and removing barriers to learning.	2, 3, 5, 7, 8
<i>Subsidising the cost of enrichment opportunities to widen the experiences and aspirations of children.</i>	Some families struggle to afford payment for trips.	2, 3, 5, 7, 8, 9
<i>Funding for one after school club each term.</i>	“The evidence indicates that, on average, pupils make two additional months’ progress per year from extended school time and in particular through the targeted use of before and after school programmes.” EEF	2, 3, 5, 7, 8, 9
<i>Clothing provided for families including uniform, PE kits, coats, shoes, book bags</i>	There is a general belief in many countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. (EEF) Purchasing uniform for children has had a positive effect at our school. It has helped increase our pupil premium numbers and provides a financial contribution for parents where they can immediately see the benefit.	2, 3, 5, 7, 8
<i>Regular meetings regarding attendance Panel meetings, Fines and Court orders. Family support worker to continue to support individual families to improve attendance.</i>	“Schools ensure effective strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including working with families.” (NFER – building blocks to pupil premium success)	2, 3, 5, 7, 8
<i>Parental engagement with coffee afternoons, reading sessions, etc.</i>	“Increasing parental engagement in primary schools had on average two to three months’ positive impact.” EEF Parental feedback from informal open sessions and coffee meetings has	2, 3, 5, 7, 8

	been overwhelmingly positive and something that many parents engage in.	
<i>To embed a culture of safeguarding throughout school and promote programmes of support.</i>	“The ultimate goal is to ensure all children, young people and families received the right support at the right time reducing the need for referral to statutory services.” LESP Early Help Guide for Schools	2, 3, 5, 7, 8

Total budgeted cost: £62,357.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on our own internal summative and formative assessments. As national assessment data is now non-statutory, we have drawn comparisons with national averages from the end of 2023.

End of Key Stage 1	National End of 2023	OIS 2024	Comments
% Achieving at least Expected Standard in Reading	68%	74.8% (+6.8%)	<ul style="list-style-type: none"> OIS pupils performed above national.
<i>% PP Achieving at least Expected Standard in Reading</i>	54%	60% (+6%)	<ul style="list-style-type: none"> Disadvantaged pupils performed higher than national at expected standard.
% Working at Greater Depth in Reading	19%	37% (+18%)	<ul style="list-style-type: none"> 1 disadvantaged pupil achieved GDS.
<i>% PP Working at Greater Depth in Reading</i>		10%	
% Achieving at least Expected Standard in Writing	60%	61.3% (+1.3%)	<ul style="list-style-type: none"> OIS pupils performed above national.
<i>% PP Achieving at least Expected Standard in Writing</i>	44%	40% (-4%)	<ul style="list-style-type: none"> Disadvantaged pupils were below national.
% Working at Greater Depth in Writing	8%	12.6% (+4.6%)	<ul style="list-style-type: none"> More work is needed to improve writing for disadvantaged pupils.
<i>% PP Working at Greater Depth in Writing</i>		0%	
% Achieving at least Expected Standard in Maths	70%	83.2% (+13.2%)	<ul style="list-style-type: none"> OIS pupils performed above national.
<i>% PP Achieving at least Expected Standard in Maths</i>	56%	50% (-6%)	<ul style="list-style-type: none"> Disadvantaged pupils performed below national for EXS and above.
% Working at Greater Depth in Maths	16%	31.9% (+15.9%)	<ul style="list-style-type: none"> 0 disadvantaged pupils achieved GDS.
<i>% PP Working at Greater Depth in Maths</i>		0%	<ul style="list-style-type: none"> More work is needed to support Maths for disadvantaged pupils.

The data demonstrates that more support is needed to improve the attainment of disadvantaged children in Writing and Maths, in order for children to achieve age related expectations and above. However, disadvantaged pupils made expected or above progress based on their baseline assessment in Reception.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that whilst attendance improved in some disadvantaged children, there were still a number of persistent absentees. It is imperative that the Family Support Worker continues to work closely with families to enable attendance to continue to improve.

Based on all the information above, the performance of our disadvantaged pupils *did meet* expectations, and we are at present *on course* to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that:

In 2023-24

- ***There is a high number of ECTs within the school staffing. CPD and coaching programme to be delivered to ECTS as part of ECF requirement, to ensure quality first teaching.***
 - Core 10 CPD staff meetings were revisited and reviewed throughout the academic year. ECTs have now embedded initiatives into whole class teaching.
 - ECTs now have an improved awareness of how children learn and this has impacted on classroom practice to ensure the inclusion of teaching techniques and planned activities to enable learning to stick long term.
 - ECTs received weekly coaching as part of the ECF requirement.
- ***For teaching staff to identify gaps in learning and respond appropriately (responsive teaching)***
 - Planning changes to ensure planning is responsive to needs for classes of children.
 - CPD reading material shared with staff for completion.
- ***For teachers to have expert knowledge of the subjects they are teaching.***
 - Update to curriculum mapping completed.
 - Individual meetings held with Curriculum leads and Deputy Headteacher to ensure knowledge and skills are mapped for all subjects.
 - Core knowledge agreed on planning documents.
- ***For teachers to use dialogic reading during book talk sessions daily.***
 - Daily book talk sessions taking place in all classrooms.
 - Teachers have received training on how to deliver book talk to ensure high quality interactions between staff and children when reading.
 - Reading spine has completed and high-quality texts have been purchased.
- ***Teacher's use assessment to check pupils understanding in order to inform teaching, embed and use knowledge fluently and develop their understanding.***
 - TestBase assessments and no more marking both completed.

- Pupil progress meetings completed to allow discussions around how children are performing.
- DC Pro data analysis regularly during the year
- Foundation subject assessments have been embedded across all year groups.

- ***Teachers to be trained in pre-teaching strategies and approaches to enable Pupil Premium children to fully access whole class learning.***
 - Some staff trained in FlashAcademy.

- ***Additional Teaching Assistants to deliver interventions related to needs within each year group.***
 - Interventions were carried out across year groups ensuring targeted support for children where gaps had been identified.
 - Interventions were tracked and monitored throughout the year.

- ***Shooting Stars – Additional Provision for children with complex needs and 1:1 targeted support to deliver box work tasks for specific children.***
 - Shooting Stars ran throughout the year each day. It was successful in providing targeted support for children with complex needs.
 - Training was received around box work and further training was received about TEACH box approach.

- ***External therapy provision.***
 - Trained music therapist employed throughout the year one day per week.
 - Sessions received by children in receipt of Pupil Premium and some with SEMH needs.

- ***Enhancement of teaching in phonics and reading.***
 - Phonics and reading interventions were delivered across the year.
 - A synthetic systematic approach to phonics teaching was embedded across the school.
 - Regular Phonics Screening Checks were carried out throughout the year.
 - High quality books and front facing book stands were purchased for every classroom.
 - The school worked closely with Roade English Hub to develop the teaching of phonics.

- ***Sunbeams and Little Treasures.***
 - Sunbeams ran as much as possible during the year around staff absence.
 - Children were able to spend time with trained staff to emotionally regulate and prepare to learn.
 - Little Treasures was unable to run because of staff difficulties.

- ***To provide the pastoral lead role within school.***
 - Our pastoral lead worked across the school.

- Drawing and talking sessions were held with a number of children in need of a safe space.
- ***To provide wider pastoral support for families without a wider support network.***
 - The family support worker and Headteacher worked closely with families to build a positive relationship. This enabled them to provide necessary support.
- ***To embed the role of Emotional Literacy Support Assistants in school.***
 - One member of staff has been trained as ELSA and delivered sessions across the year.
- ***Subsidising the cost of school trips to widen the experiences and aspirations of children.***
 - Children and families in receipt of pupil premium have trips paid for from the pupil premium fund. This allows children to partake in experiences they may not have access to ordinarily.
- ***Funding for one after school club each term.***
 - All pupil premium children attending after school clubs had costs covered by pupil premium fund.
 - There was an increased uptake on clubs by disadvantaged pupils. This work will be ongoing.
- ***Clothing provided for families including uniform, PE kits, coats, shoes, book bags and books.***
 - All pupil premium families were provided with items of clothing to provide uniform.
 - School has established a coat exchange for families to access coats donated along with shoes.
 - School have also developed a 'preloved' uniform online shop to help with the cost of uniform.
- ***Regular meetings regarding attendance Panel meetings, Fines and Court orders. Employment of family support worker to support individual families to improve attendance***
 - HT and Family support worker met regularly and worked closely with families where school attendance is low.
 - Due to working closely with families there was not the need for panel meetings, fines and court orders.
 - More rigorous approach to logging attendance concerns by admin team.
- ***Parental engagement with coffee afternoons, reading cafes, open sessions etc.***
 - Coffee afternoons and informal meetings continued throughout the year. Attendance at these meetings has been good.

- Due to good attendance to these events, further events to be hosted in the next academic year.

- ***To embed a culture of safeguarding throughout school and promote programmes of support.***

- A quality culture of safeguarding is embedded within the school. Use of online recording system (CPOMs) is excellent.
- All staff receive yearly training for safeguarding.

Externally provided programmes – N/A