



Overton St Helen's CE Primary School

Pupil premium/Recovery Premium Strategy Statement 2022 - 2024

School overview

School name	Overton St Helen's CE Primary School
Pupils in school	178
Proportion of disadvantaged pupils	18%
Pupil premium allocation - academic year 2022/23	£59,155
Pupil Premium allocation – academic year 2023/24	£63,595
Recovery Premium allocation in 2022/23	£5,945
Recovery Premium allocation in 2023/24	£5,800
Academic year or years covered by statement	2022 - 2024
Publish date	14.9.22
Review date	Sep 2024
Statement authorised by	
Pupil premium lead	Joanne Easthope
Governor lead	Tony Mashiter

Disadvantaged pupil progress scores in 2023 (last published data)

Measure	Score
Reading	1.8 (-1.2 Lancs disadvantaged)
Writing	- 1.7 (-0.6 Lancs disadvantaged)
Maths	- 2 (-1.3 Lancs disadvantaged)
Meeting expected standard at KS2	Reading = 70% Writing = 60% Maths = 70% (9 children)
Achieving high standard at KS2	Reading = 20% Writing = 0% Maths = 10% (9 children)

Attainment of Disadvantaged pupils in 2022 (unpublished data)

Measure	Score
Meeting expected standard at KS2	Reading = 86% Writing = 71% Maths = 57%
Achieving high standard at KS2	Reading = 29% Writing = 0% Maths = 0%

Strategy aims for disadvantaged pupils

<p>Priority 1</p> <p>To ensure that the percentage of disadvantaged children meeting age related expectations in writing and maths, is comparable to non-disadvantaged children.</p>	<p>High quality resources to support teaching and learning in writing are used consistently across school.</p> <p>Teachers have resources and skills needed to make affective ongoing, on the spot assessments, identifying weaknesses and addressing gaps in learning, where found.</p> <p>Disadvantaged pupil progress is supported with the use of affective interventions throughout the year.</p>
<p>Priority 2</p> <p>To ensure disadvantaged pupils who have the potential to exceed age related expectations at the end of KS2 are supported and encouraged to succeed.</p>	<p>Teachers receive training to be fully equipped with skills and techniques to identify and challenge more able pupils.</p> <p>Pupil progress meetings track all disadvantaged and non-disadvantaged prior high attainers, to ensure a good rate of progress is being maintained.</p> <p>Supportive conversations with parents to identify and remove any potential barriers to exceeding expectations.</p>

Teaching priorities for current academic year (2023/24)

Aim	Target	Target date
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Progress in Reading	Maintain progress score comparable to pupils who are non-disadvantaged and in line with national averages	July 2024
Progress in Writing	Achieve progress score comparable to pupils who are non-disadvantaged and in line with national averages	July 2024
Progress in Mathematics	Achieve progress score comparable to pupils who are non-disadvantaged and in line with national averages	July 2024
Phonics	To ensure children achieve expected standard in phonics (excluding SEND children). Children who do not meet expected standard in Y1 are supported to meet this by end of Y2.	July 2024
Other	To narrow the gap between disadvantaged and non-disadvantaged children's attainment, widened by the COVID-19 pandemic.	July 2024

Targeted academic support for current academic year (2023/24)

Measure	Activity
<p>Priority 1</p> <p>Teachers have resources and knowledge needed to build upon prior learning, identifying weaknesses and addressing gaps in learning, particularly in writing.</p> <p>Disadvantaged pupil progress is supported with the use of affective interventions throughout the year.</p>	<p>Teachers adapt learning where necessary to support a wide range of learning approaches and starting points, ensuring children make progress, with a particular focus on writing.</p> <p>Levels of TA support are sufficient to provide necessary interventions and additional support where needed.</p>
<p>Priority 2</p> <p>Teachers receive training to be fully equipped with skills and techniques to identify and challenge more able pupils.</p> <p>Pupil progress meetings track all disadvantaged and non-disadvantaged higher attainers, to ensure a good rate of progress is being maintained.</p>	<p>Teachers have a range of skills and resources to challenge more able pupils.</p> <p>'Great teaching' training over the next two years addresses elements of high quality classroom provision, including differentiation, metacognition techniques and responsive teaching.</p>
Barriers to learning these priorities address	Children who are not necessarily supported outside of school receive higher levels of support in school.
Projected spending	£45,950 (increases in TA2 support to target disadvantaged pupils)

	£10,000 bought in services to provide intervention and expertise £500 training and resources
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Wider strategies for current academic year (2023/24)

Measure	Activity
Priority 1	School led tutoring is provided to directly support disadvantaged pupils and those children who have identified gaps in their learning.
Priority 2	'Aspiration' events are held in school where children are inspired to be ambitious and aim high to achieve their potential.
To maintain good standards of attainment for disadvantaged pupils in reading and writing	To ensure children have access to a wide range of high quality reading materials in order to support their development of reading (and in turn, writing)
To access a range of opportunities and wider experiences that build confidence and resilience	Covering costs of trips and residential visits for those pupils where finance could be a barrier.
Barriers to learning these priorities address	Financial cost of education and extra-curricular experiences is not a factor in every child accessing a wide range of opportunities.
Projected spending	£2,000 (reading materials) £4,000 (wider experiences/events) £2750 (RP contribution to School Led Tutoring)

Recovery Premium additional spending

Targeted interventions for identified pupils to support attainment in Year 6 and Year 5	£5535
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Children are adequately supported in their learning during the school day.	TA3s in all classes with additional TA2s to support those classes where there is an additional need.

	Teachers have the knowledge and skills needed to ensure good outcomes	'Great Teaching' training monitored by T&L lead and evaluated through observations focussed on specific elements.
Targeted support	Subject documentation and policy sets out clear progression in core subjects allowing teachers to be both ambitious and adapt teaching where necessary	English SL to produce further support documentation for the subject and allotted time to monitor standards of attainment in and teaching of writing.
Wider strategies	Ensure children have equal access to extra-curricular learning opportunities.	Communicate with families to make sure they know school can support them in this way.

Review: last year's aims and outcomes (academic year 2022/23)

Aim	Outcome
Teachers have resources and skills needed to make affective ongoing assessments, identifying weaknesses and addressing gaps in maths learning, where found. Disadvantaged pupil progress is supported with the use of affective interventions throughout the year.	Outcomes at the end of the year saw an upturn in Maths attainment from 57% at the end of KS2 to 70%. 10% of disadvantaged pupils achieved a higher standard in Maths compared to no pupils the previous year.
Ensure PPG children are effectively supported in order to access learning and achieve to the best of their abilities, including specific interventions if necessary.	TA deployment was successful in supporting identified needs in pupils.