



Overton St Helen's CE Primary School

Pupil premium/Recovery Premium Strategy Statement 2024/5 – 2025/6

School overview

School name	Overton St Helen's CE Primary School
Pupils in school	163
Proportion of disadvantaged pupils	18%
Pupil premium allocation - academic year 2024/25	£51,700
Pupil Premium allocation – academic year 2025/26	£44,690
Academic year or years covered by statement	2024/2025 – 2025/2026
Publish date	January 2025
Review date	Spring 2026
Statement authorised by	
Pupil premium lead	Joanne Easthope
Governor lead	Tim Wingate

Attainment of Disadvantaged pupil attainment in 2023/24

Measure	Score
Meeting expected standard at KS2	Reading = 42.9% (Lancs overall 72.1%) Writing = 57.1% (Lancs overall 70.9%) Maths = 28.6% (Lancs overall 72.2%) (7 children)
Achieving high standard at KS2	Reading = 20% Writing = 0% Maths = 0% (7 children)

Disadvantaged pupil attainment in 2022/23

Measure	Score
Meeting expected standard + at KS2	Reading = 70% (Lancs overall 72.1%) Writing = 60% (Lancs overall 71.3%) Maths = 60% (Lancs overall 73.6%) (10 children)
Achieving high standard at KS2	Reading = 20% Writing = 0% Maths = 0% (10 children)

Strategy aims for disadvantaged pupils

<p>Priority 1</p> <p>To narrow the gap between attainment at the end of KS2 between non-disadvantaged and disadvantaged pupils.</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 (2024/25)

Aim	Target	Target date
Progress in Reading	Support disadvantaged pupils in making good progress towards age related expectations for Reading, by the end of KS2	September 2024
Progress in Writing	Support disadvantaged pupils in making good progress towards age related expectations for Writing, by the end of KS2	September 2024
Progress in Mathematics	Support disadvantaged pupils in making good progress towards age related expectations for Mathematics, by the end of KS2	September 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.	September 2024
Other	To narrow the gap between disadvantaged and non-disadvantaged children's attainment, widened by the COVID-19 pandemic.	September 2024

Targeted academic support for current academic year (2024/25)

Measure	Activity
Priority 1 Teachers plan and deliver high quality lessons, adapted where necessary to support pupils making good progress in reading and writing. Disadvantaged pupils targeted for reading support in school.	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. Levels of TA support are sufficient to provide daily reading support where this is not given at home.
Priority 2 Teachers plan and deliver high quality lessons, adapted where necessary to support pupils making good progress in mathematics. Specific support given to disadvantaged pupils with timetables practise.	Teachers adapt learning where necessary to support a wide range of learning approaches and starting points, ensuring children make progress in mathematics. Level of TA support is efficient to provide daily practise of timetables (KS2) and other specific adaptations within the classroom.

Barriers to learning these priorities address	Children who are not necessarily supported outside of school receive higher levels of support in school.
Projected spending	£41,000

Wider strategies for current academic year (2023/24)

Measure	Activity
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 maintain good standards of attainment for disadvantaged pupils in mathematics	The use of specific resources supports disadvantaged pupils in their progress.
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	£3,000 (wider experiences/events)

Implementation

Area	Challenge	Mitigating action
Teaching	Teachers plan and deliver high quality lessons, adapted where necessary to support disadvantaged pupils making good progress in reading, writing and maths.	CPD supports high quality teaching and learning. Resources purchased to support the above are targeted at all pupils, including disadvantaged and non-disadvantaged.
Targeted support	Specifically, disadvantaged pupils are targeted for reading and maths daily practise in school due to potential lack of support at home.	TA3s in all classes with additional TA2s to support those classes where there is an additional need. Teachers to engage parents in directed conversations about how to support pupils at home.

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.
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Review: last year's aims and outcomes (academic year 2023/24)

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.