



Overton St Helen's CE Primary School Pupil premium/Recovery Premium Strategy Statement 2022

School overview

School name	Overton St Helen's CE Primary School
Pupils in school	178
Proportion of disadvantaged pupils	25%
Pupil premium allocation this academic year	£59,155
Recovery Premium allocation n 2022/23	£5,945
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 2019 (last published data)

Measure	Score
Reading	3.52
Writing	- 3.7
Maths	- 0.53
Meeting expected standard at KS2	Reading = 75% Writing = 75% Maths = 50% (4 children)
Achieving high standard at KS2	Reading = 50% Writing = 0% Maths = 50% (4 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Attainment of Disadvantaged pupils in 2022 (unpublished data)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 maths, is comparable to non-disadvantaged children.</p>	<p>High quality resources to support teaching and learning in maths are used consistently across school.</p> <p>Teachers have resources and skills needed to make affective ongoing assessments, identifying weaknesses and addressing gaps in maths 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

Aim	Target	Target date
Progress in Reading	Maintain progress score comparable to pupils who are non-disadvantaged and in line with national averages	July 2023

Progress in Writing	Maintain progress score comparable to pupils who are non-FSM and in line with national averages	July 2023
Progress in Mathematics	Achieve progress score comparable to pupils who are non-FSM and in line with national averages	July 2023
Phonics	To ensure children achieve expected standard in phonics (excluding SEND children).	July 2023
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

Measure	Activity
<p>Priority 1</p> <p>Teachers have resources and skills needed to make affective ongoing assessments, identifying weaknesses and addressing gaps in maths learning, where found.</p> <p>Disadvantaged pupil progress is supported with the use of affective interventions throughout the year.</p>	<p>Effective intervention programmes to support learning in maths, in place of support that could be given at home, are run by TA3s and teachers whilst TA3s cover rest of class.</p> <p>Levels of TA support are sufficient to provide necessary interventions.</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	£39,000 (increases in TA support) £5,000 (training and resources)

Wider strategies for current academic year

Measure	Activity
Priority 1	All classrooms are equipped with high quality resources to support maths learning. School led tutoring is provided to directly support disadvantaged pupils.
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 online resources at home, to support wider learning	Ensure disadvantaged pupils have devices with which to access the schools online resources at home, which support their learning.
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	£6,000 (online resources/devices) £4,000 (wider experiences/events) £3,500 (RP contribution to School Led Tutoring)

Recovery Premium additional spending

Additional TA2 time to cover further intervention and support for disadvantaged pupils in KS1/LKS2	£1,400
Supervision for school staff; giving them support and equipping them with the confidence and resilience to support disadvantaged pupils and families.	£1,000

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. 'Great Teaching' training monitored by T&L lead and evaluated through

	Teachers have the knowledge and skills needed to ensure good outcomes	observations focussed on specific elements.
Targeted support	High quality resources to support effective interventions.	Maths SL to identify and purchase programmes which can be used for interventions.
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

Outcomes were compromised due to COVID-19 pandemic and national school closures.

Aim	Outcome
To ensure that all staff are aware of pupil premium children in their class and their prior attainment at the previous phase of Primary. Termly pupil-progress meetings address the progress these particular children are making and the interventions in place to support progress.	Staff were fully aware of groups of children in each class, which was effective in helping them cater for needs – this is now part of school systems, where teachers are fully informed at the start of each 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.	In subsequent years, COVID Catch-up fund and school led tutoring premium has helped us to directly target and support the deficit caused by national lockdown.