

Pupil Premium Strategy Statement (primary)

1. Summary information					
School	Overleigh St Mary's CE Primary School				
Academic Year	2021/2022	Total PP budget	£68,870		
Total number of pupils	391	Number of pupils eligible for PP	48	Date for next internal review of this strategy	January 2022

2. Current attainment		
Average Points Progress across the school in 2020-2021	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>
% making expected progress or better in reading	14	93%
% making expected progress or better in writing	14	100%
% making expected progress or better in maths	14	100%
<p>***Data represented in table above is only a reflection of the Year 6 data. Due to COVID 19, lockdown and school closure other year groups (as recommended by DFE) did not input end of year data and it would be inaccurate to quote progress for these children as a result.</p> <p>As a result of data accuracies in 2021 academic year (due to COVID 19) we are adjusting our data input format for 2022. This will involve every teacher inputting a baseline assessment for RWM for every child at the end of September. This will ensure an accurate attainment and progress picture can be analysed at the end of the year and will also allow subject leads to track a progress point midyear which will be vital to identify areas of concern following such a disruptive schooling period.</p>		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A. Social and emotional issues

B. Low confidence and self-esteem

C. Low level literacy skills

External barriers *(issues which also require action outside school, such as low attendance rates)*

D. Family disengagement/ lack of enrichment opportunities

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils feel more emotionally secure, are engaged with lessons and feel more confident about themselves and their achievements.	Feedback from pupils and staff indicate children are more emotionally stable and coping better.
B.	Increase the opportunities for PP children to experience enrichment activities across the curriculum	PP children will have accessed an increased number of cultural and sporting events over the course of the year.
C.	To accelerate progress of PP pupils in maths	Most pupils will make at least expected progress each term.
D.	To accelerate progress of PP pupils in reading and writing	Most pupils will make at least expected progress each term.

5. Planned expenditure					
Academic year	2020/2021				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Pupils feel more emotionally secure, are engaged with lessons and feel more confident about themselves and their achievements.</p> <p>We aim to equip all our pupils, whether or not they are eligible for Pupil Premium Funding, with the life skills to cope with difficulties and feel emotionally secure.</p> <p>All staff should feel confident and equipped to support all children experiencing emotional difficulties.</p> <p>We want our children to feel confident and proud in who they are and be able to recognise their own achievements as well as the achievements of others.</p>	<p>Play Therapist – external and in house staff member.</p> <p>Social Skills groups</p> <p>ELSA support</p> <p>Educational visits and residential subsidised</p> <p>Extra input for children at key transition points - at entry, end of KS1/KS2</p> <p>Mindfulness workshop</p>	<p>An increasing number of our children have high emotional needs and arrive at school having already faced challenges in a morning. Some struggle with low self-esteem; others find it difficult to get along with their peers; some have experienced situations outside school that they are unsure how to deal with.</p> <p>There is a need to understand our children, to empathise, to build relationships with both them and their families before we can expect academic progress. Happy children make for better learners who have strategies to cope with challenges life throws at them and are more able to focus on the task in hand.</p> <p>Many of our staff have received training and have experience of delivering these interventions and recognising when they are appropriate. However, in some cases, there is a need for specialised staff to work with some of our more vulnerable pupils.</p> <p>Our play therapist started with us last year and we have seen very positive outcomes since she began. The feedback from pupils and parents has been that they know that they have a comfortable and safe place to talk about their anxieties.</p> <p>A member of staff is currently undergoing play therapy training.</p> <p>External agencies offer us advice and provide necessary resources and reports so that pupils access the appropriate services. This ensures that the interventions and strategies used will best match their emotional needs.</p>	<p>Continue to give staff appropriate training in emotional/social well-being.</p> <p>Employ a specialist counsellor to work with individual children and parents and feedback to staff.</p> <p>Monitor various social skills groups running across the school in terms of who is attending and the focus of the sessions.</p> <p>Staff to plan in 5 mins a day to focus on this. Expect to see: Can you think of 1 thing that went well today? Random acts of kindness What would you do differently tomorrow? Time for Reflection Mindfulness techniques taught to improve relaxation</p> <p>Obtain feedback through pupil and parent voice and staff feedback.</p> <p>Monitor narratives to see where these objectives have been targeted.</p>	<p>LB SB</p> <p>SD</p> <p>Individual Class Teacher/ Year Groups</p>	<p>November 2021</p> <p>February 2022</p> <p>May 2022</p>
Total budgeted cost					£19,286

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Increase the opportunities for PP children to experience enrichment activities across the curriculum</p>	<p>Children to be given the opportunity for school trips and residential visits which will be subsidised.</p>	<p>Children are given the chance to experience and explore new opportunities in different settings. They will have access to develop their learning skills and carry out practical activities.</p>	<p>Risk assess the setting/visit. Ensure children are given a wide range of new opportunities linked to their topics.</p>	<p>SB/LB and Individual Class Teacher/ Year Groups</p>	<p>July 2022</p>
	<p>Children to be given the opportunity to take part in sporting events inside and outside school.</p>	<p>Children's confidence and skills will grow and they will experience being part of a team which will boost self-esteem. Children will visit new places and meet children from other schools.</p>	<p>Ensure a wide range of sports are offered to meet the needs of individual children.</p>	<p>SB/LB and KR</p>	<p>July 2022</p>
	<p>Children to be given the opportunity to take part in sport, music, languages, art, cooking, swimming via clubs. Clubs which cost can be subsidised.</p>	<p>Children are given the opportunity to carry out a new interest or hobby to build new skills, confidence and self-esteem.</p>	<p>Club is well planned and run by a familiar member of staff so children feel comfortable and confident whilst learning their new skill.</p>	<p>SB/LB and Club leaders</p>	<p>July 2022</p>
	<p>In-class visits to school from people relating to topics studied. Any cost can be subsidised.</p>	<p>Children will get the opportunity to meet and question people who visit relating to their topic being studied. This will give them a greater knowledge and authenticity about the topic they are studying which will deepen their knowledge and skills. In some cases, this offers hands on experiences and activities which promote team building, increasing confidence and working together.</p>	<p>Risk Assess the visitor and ensure activities are well planned out to engage the children and offer opportunities to strengthen knowledge and skills.</p>	<p>SB/LB and Class Teachers/ Year Groups</p>	<p>July 2022</p>
Total budgeted cost					£1494

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To accelerate progress of PP pupils in reading and writing.</p> <p>To reinforce and embed basic literacy skills</p> <p>To increase the focus of oracy in the classroom</p> <p>To improve our children's confidence and pride in their reading.</p> <p>To improve our children's confidence and pride in their writing.</p>	<p>Spelling and phonics groups</p> <p>Introduction of whole school shared guided reading.</p> <p>Embedding new reading scheme in line with new phonic curriculum.</p> <p>Introduction of new phonic whole school approach which is taught daily and discretely YR – Y2 and beyond where necessary. All children YR – Y2 will be involved in the sessions.</p> <p>Speech and Language</p> <p>In-class Literacy support via TA</p> <p>Precision Teaching</p> <p>FFT –Literacy targeted</p> <p>Small group/individual Literacy support – reading groups/ sentence structure/ grammar focus</p> <p>Literacy misconception groups</p> <p>SATs preparation/ boosters</p> <p>Beat Dyslexia</p> <p>Greater Depth Days – Reading workshop Creative writing workshop</p>	<p>Literacy underpins everything. Evidence shows there is a direct link between PP children and how many books they own. Reading for pleasure impacts on progress in writing and oracy. Therefore we aim to accelerate our children's progress on reading by focusing on literacy as a whole.</p> <p>Basic skills need to be securely in place before children can move their learning on. Research shows that regular short sessions are most effective for delivering interventions and an over-learning approach will help children to remember skills for reading long-term. Constructive, purposeful and immediate feedback to pupils works alongside this. Training skilled teachers/TAs to deliver interventions will help accelerate progress.</p> <p>Pupils need to see the value in what they are doing in order to perform to their full potential. Carefully planned lessons with imaginative foci that take into account the interests of the individuals in the class will allow children to be more engaged, more confident and ultimately take more pride in the reading and writing process.</p> <p>We feel that early support is fundamental to giving children a solid start on their school journey. By identifying any gaps in language skills, staff can work with the children on specific difficulties.</p> <p>We aim to continue and improve upon how much our children read for pleasure.</p>	<p>Monitoring of planning, book scrutinies and lesson observations throughout the year. PP books will be collected in alongside non-PP books as a direct comparison.</p> <p>Pupil Voice interviews will also give an indication into attitudes towards Literacy.</p> <p>Maintain high standards of literacy skills through staff training.</p> <p>Analyse termly data.</p>	<p>LB SB</p> <p>English leads TD RR</p> <p>Individual Class Teacher/ Year Groups</p>	<p>November 2021</p> <p>February 2022</p> <p>May 2022</p>
Total budgeted cost				£28,152	

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To accelerate progress of PP pupils in maths</p> <p>To reinforce and embed basic maths skills</p> <p>To increase the focus of reasoning through talk in the classroom</p> <p>To improve our children's confidence and pride in their maths</p>	<p>In-class Maths support</p> <p>Boost Teacher and Teaching Assistance confidence in Maths.</p> <p>Whole school approach to learning times tables.</p> <p>Support with homework</p> <p>Small group Maths support (including Number Facts)</p> <p>Maths reasoning groups</p> <p>Maths misconception groups</p> <p>SATs preparation/ boosters</p> <p>Inter-school Maths competitions and work with Chester University to raise aspirations and improve confidence and engagement</p>	<p>Pupils benefit from specifically targeted sessions that develop key basic skills through over learning and small steps within small groups.</p> <p>Where misconceptions were made early on in the learning process, immediate feedback allowed us to target children who needed intervention before the learning sequence moved on.</p> <p>In both cases, pupils were then more confident in whole class sessions.</p> <p>This now needs to be more finely tuned across the whole school in order to benefit all children, rather than those in specific classes.</p> <p>Reasoning is an area we have improved upon as a school as planning and book scrutinies have shown it weaved through the teaching sequence. However, there now needs to be an impetus on oracy to enhance reasoning, for pupils to discuss mathematical problems and explain to others 'how they know'.</p> <p>Raising aspirations is key to engaging the children and raising their expectations in terms of what they can achieve. Many PP children have low expectations in terms of their own ability but also staff may have similarly low expectations of what they can achieve. Working with the university will help to broaden horizons, tap into enrichment opportunities and get all concerned to reassess what is possible.</p>	<p>Monitoring of planning, book scrutinies and lesson observations throughout the year. PP books will be collected in alongside non-PP books as a direct comparison.</p> <p>Pupil Voice interviews will also give an indication into attitudes towards Maths.</p> <p>Maintain high standards of maths skills through staff training.</p> <p>Maths is to be given a high profile this year across the school as part of our SIP target. Expect to see an increase in displays, competitions, awards.</p> <p>Analyse termly data.</p>	<p>LB SB</p> <p>Maths lead AG</p> <p>Individual Class Teacher/ Year Groups</p>	<p>November 2021</p> <p>February 2022</p> <p>May 2022</p>
Total budgeted cost				£19,938	

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.