

# Overton CE Primary School

## Pupil Premium strategy statement 2025-2028

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	378
Proportion (%) of pupil premium eligible pupils	72 in March 2025 19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> )	2025/2026 to 2027/2028
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	<i>Fiona Wyeth</i> Head Teacher
Pupil premium lead	<i>Fiona Wyeth</i> Head Teacher <i>Jane McDevitt</i> , Inclusion Manager
Governor lead	<i>Beth Gough</i> Lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 25-26	£119,900
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£119,900

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, 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're 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	<i>In reading, writing and maths, there is a higher proportion of disadvantaged children who are not on track compared to their non-disadvantaged peers.</i>
2	<i>In reading, writing and maths, there is a lower proportion of disadvantaged children achieving GDS compared to their non-disadvantage peers.</i>
3	<i>Some of our disadvantaged pupils need access to emotional support to improve wellbeing and life chances.</i>
4	<i>Some of our disadvantaged parents and carers need access to emotional and practical support.</i>
5	<i>Some of our disadvantaged pupils (FSM/Ever 6) have lower attendance rates but the gap has been narrowed. (93.2% vs 96.5% with a gap of 3.3%)</i>

## 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
We want our disadvantaged children to show improved attainment in reading, writing and maths to support future opportunities.	Each child will show accelerated progress in their area of need. This means a marked increase in their test scores, and also in their writing.
We want our disadvantaged children to feel confident in sharing their feelings, having strategies to manage their internal world, and to believe they can do anything.	Children who struggle have access to high-quality, trained pastoral workers. It is evident that pastoral intervention has made a positive impact on their area of need (social, emotional, and/or academic).
We want our parents to be able to access a variety of support (emotional and practical), and feel confident that they have the tools to give their best to their children.	Parents are aware that the school will actively provide support. We can demonstrate through case studies the positive support given, and the impact this has had on family life and the improved life chances of the children.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> </ul>

	<ul style="list-style-type: none"> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being no more than 3.3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.7% from 2023-2024</li> <li>• the percentage of all pupils who are persistently absent (12 children excluding children with agreed reduced attendance but 9 are PP) being 3.2% and the gap between disadvantaged and non-disadvantaged pupils being no more than 3.3%</li> </ul>

## Activity continuing in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £71,344

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion Manager to continue to collate clear and focussed assessment data to measure progress; to provide evidenced-based interventions to Pupil (10% of IM costs)</p>	<p>Effective <u>gathering and interpreting of data</u> is critical to ensuring the correct priorities are targeted for SEND &amp; PP children. It strengthens and challenges our beliefs and reduces the likelihood of bias in our interpretation of the barriers to learning faced by each child.</p>	<p>1 and 2</p>
<p>Premium children with SEND across the school; to assist in training and supporting LSAs in providing evidenced-based interventions within their class and year group.</p>	<p>Using evidenced-based interventions provides confidence in the programs provided to support children effectively to make accelerated progress. <u>Learning Support Assistants</u> make a positive impact on learner outcomes when provided with high quality training to deliver structured evidenced-based interventions.</p>	<p>1 and 2</p>
<p>Ensure our English Lead/Phase Leaders act as Reading Champions to ensure our lowest 20% of readers are provided with targeted and evidenced-based support through intervention groups, 1:1 and Quality First Teaching; to champion reading across the school to embed the love of reading and the use of evidenced-based strategies in class, small groups and 1:1; ensuring all teachers have a high level of subject knowledge in the teaching of reading to be able to support children in class.</p> <p>Train and deploy volunteer parent readers to support vulnerable children</p> <p>Use our Reading dog to support vulnerable children</p>	<p>Having someone championing our reading curriculum and support for those in the lowest 20% of readers across the school provides a strong commitment to ensuring every child leaves our school as an effective reader. <u>Reading comprehension strategies</u> used alongside carefully combined activities such as phonics and attention to text features gives lower attaining children effective and explicit strategies to enable children to comprehend what they are reading.</p> <p>High quality teaching improves the reading outcomes for children and <u>effective professional development</u> offers a crucial tool to develop teaching quality in all reading activities. Providing training for all staff in KS1 and KS2 and implementing <u>improvements to our literacy</u>, particularly with phonics, the fluency of reading and explicit modelling of reading out loud in class will increase the exposure children have to high quality</p>	<p>1 and 2</p>

	texts and provide explicit support on how to read and the purpose of reading.	
Our LT to act as Pupil Premium Champions to really help identify barriers to learning, which may be academic, but also may be practical, emotional, or opportunity-based. Barriers to learning are identified and addressed quickly. This may include use of year group interventions to target specific catch up programmes. (20% LSA time/costs)	Identification of Learning Barriers through <u>diagnostic assessments</u> , and then devising a plan to address those barriers, is key. Through identifying specific barriers to learning, class teachers, support staff and pupil premium champions can work individually on narrowing gaps in learning. Pupils see themselves as successful learners. PP Profiles maintained by the PP Champions help to track progress and collate the picture and progress of the child. <a href="#">Engaging parents</a> through good communication of progress against learning barriers promotes home-school partnership.	1 and 2
Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Focus for 2024-2025 is Trauma Informed Practice and embedding this in everyday practice.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	5

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

Budgeted cost: £23,359

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> And in small groups: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1, 2, 3, 4
Additional phonics sessions targeted at disadvantaged pupils	Phonics approaches have a strong evidence base indicating a positive impact	2

who require further phonics support. This will be delivered by our trained LSA	on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	
Deploy additional teachers for autumn, spring and summer terms to support groups and 1:1	Effective <a href="#">gathering and interpreting of data</a> is critical to ensuring the correct priorities are targeted for SEND & PP children. It strengthens and challenges our beliefs and reduces the likelihood of bias in our interpretation of the barriers to learning faced by each child.	1 and 2

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

Budgeted cost: £44,916

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Trauma Informed Practice to support behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	5
Embedding principles of good practice set out in the DfE's <a href="#">guidance on working together to improve school attendance</a> . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Provide pastoral support and social support sessions for vulnerable children. Vulnerable children are given support for managing their worries, their emotional wellbeing and mental health. They are better equipped to engage in social activities too.  All staff receive regular, up-to-date training.	<a href="#">From Government Review</a> <ul style="list-style-type: none"> <li>● Pupils with better health and wellbeing are likely to achieve better academically.</li> <li>● Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.</li> </ul> The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.	3, 4

<p>Class teachers to build strong and positive relationships with vulnerable children in their class and to use THRIVE to support</p> <p>Deploy ELSA and train Wellbeing Champion/Family Support Worker to support Nurture groups as needed</p> <p>Relax kids programme for Year 6 September 2025 (100% of ELSA time/costs, 100% Wellbeing Champion/FSW costs and 25% IM time)</p>	<p>Work with primary Behaviour Support Team and share workshops with parents to develop a shared language and approach.</p>	
<p>Inclusion Manager to oversee work with outside agencies and maintaining good relationships and communication between school and family. Outside agencies may include counselling, Foodbank etc.</p>	<p><a href="#">From Government Review</a></p> <p><i>Parental involvement in the form of ‘at-home good parenting’ has a significant positive effect on children’s achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003).</i></p>	4
<p>Provide a subsidy for PP children as needed towards trips, uniform, PE kit, music lessons etc</p>	<p>All children are included in trips and visits and have the correct kit to take part in school activities. They have opportunities to learn instruments and other activities.</p>	3
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £139,619**