

09/12/2022



Overton Grange School

Pupil Premium Grant Strategy Plan  
2021 – 2024

## The Overton Grange School Vision

We want Overton Grange School to be a safe, challenging and happy community which prepares learners of today for the demands and opportunities of tomorrow.

### Ethos

In partnership with parents and the community, Overton Grange aims to provide opportunities for its students that enable them to play an active role in the twenty-first century. As members of a co-educational comprehensive school, students have full access to and experience of the curriculum regardless of race, class, gender, physical ability and religious belief. The school promotes a sense of self-esteem, responsibility and tolerance in young people. It values and challenges the individual so that they achieve the highest levels of attainment whatever their starting point.

Overton Grange places great emphasis on high academic and vocational standards and has at its heart the development of the whole person. Expectations are high and the achievement of the individual is celebrated. Overton Grange provides a supportive atmosphere based on self-discipline, mutual respect, co-operation and understanding. Students are encouraged to take responsibility both for their own learning and for the environment in which they live.

### Every Child Matters outcomes

1. **being healthy:** enjoying good physical and mental health and living a healthy lifestyle.
2. **staying safe:** being protected from harm and neglect.
3. **enjoying and achieving:** getting the most out of life and developing skills for adulthood.
4. **making a positive contribution:** being involved with the community and society and not engaging in anti-social or offending behaviour.
5. **economic well-being:** not being prevented by economic disadvantage from achieving their full potential in life.

## Key strategic priorities for development 2021 – 2024

1. Continue to improve implementation and monitoring of interventions so that Pupil Premium students make good progress and gaps in achievement with their peers continue to close.
  
2. Strategically plan and manage resources:
  - a) to ensure PPG spending is effective and accountable, including Post-Looked After Children
  - b) to ensure that Service Children funding is correctly allocated and spent
  - c) to make effective use of the Recovery premium funding

### Key areas for development

### Strategic Priorities

A) **Accountability**

1. Monitoring
2. Reporting

1, 2

B) **Student Progress and Achievement**

1. Attendance
2. Attainment and Progress

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C) **Resources**

1. Financial

2

A. ACCOUNTABILITY					
A1. Monitoring					
	Action	By date	i/c	Resources	Success criteria
A1.1	To continue implementation of interventions: a. Continuously update PP register to ensure accurate information is available to staff b. Identifying, and providing effective interventions for PP students who are making too little progress at KS3 and KS4	Ongoing	CA/LHK HoYs HoDs	Possible CPD / Department time	Gap between PP and non-PP students as low as possible
A1.2	To set up new monitoring system of PP spending using the Anspear <i>Tracking Pupil Premium</i> spreadsheet	Ongoing	CA	£95	Interventions monitored and evaluated for effectiveness and value for money
A1.3	To continue to develop monitoring of PP progress by departments	07/21	CA/LHK CEA HoDs	Data T&L guidance	Departments aware of progress of PP students and providing appropriate interventions
A2. Reporting					
	Action	By date	i/c	Resources	Success criteria
A2.1	Produce the annual Pupil Premium statement for the school website, using the required DfE template	Dec 2021 then ongoing	CA/LHK		PP statement using the DfE template published on school website
A2.2	Write and review the Pupil Premium three year strategy using the PPG Development Plan	Annual by end of Sept	CA/LHK		Strategy annually reviewed and RAG'd

<b>A2.3</b>	Keep a record of Year 7 to 11 students who have received school-led tutoring and the hours received (cumulative) in order to update the School Census to show the school-led tutoring of disadvantaged students.	Ongoing	<b>CA</b> LHK HoDs	Central record – possibly SIMS Interventions	Census updated correctly
<b>B. STUDENT PROGRESS AND ACHIEVEMENT</b>					
<b>B1. Attendance</b>					
	<b>Action</b>	<b>By date</b>	<b>i/c</b>	<b>Resources</b>	<b>Success criteria</b>
<b>B1.1</b>	Attendance action plan to be reviewed, revised and implemented to ensure attendance targets for Key Stages 3, 4 & 5 are met. Focus: further improve attendance.  See <b>Ofsted 2019</b> .  Note: student attendance might be impacted upon by the recent school closure. This will be monitored closely.	07/21	DKE SO	Time	KS 3 & 4: Meet or exceed target of 4% absence and target for Persistent Absentees (15% based on <90%).
<b>B1.2</b>	Continue to monitor persistent absentees half-termly, including identifying those that are PP	Ongoing	DKE CS	Absence data	Fewer PP students identified as persistent absentees  Interventions in place to support PP students to improve attendance

<b>B2. Attainment and Progress</b>					
	<b>Action</b>	<b>By date</b>	<b>i/c</b>	<b>Resources</b>	<b>Success criteria</b>
<b>B2.1</b>	To ensure that there are high expectations of all students in lessons through effective teaching and learning	Ongoing	<b>CEA</b> <b>LHK</b> <b>HoDs</b>	INSeT training General monitoring, e.g. Learning walks	Gap between PP and non-PP students as low as possible
<b>B2.2</b>	To provide appropriate subject-based interventions to under-performing PP students	07/20	<b>HoDs</b>  <b>CA</b>	Time  INSeT	Under-performing students receiving appropriate interventions both in and out of lessons
<b>B2.3</b>	Use the academic year 2021-2022 and the extra government funding available to enable targeted students to `catch-up` on the learning they lost during the school closures in the 2020 – 2021 academic year, and any future closures	07/22	<b>SLT</b>	Time May involve costs not covered by central funding (awaiting details)	Extra funding used effectively to reduce the impact the school closure had on student progress. Full analysis of both internal assessments and public examinations.
<b>C. RESOURCES</b>					
<b>C1. Financial</b>					
	<b>Action</b>	<b>By date</b>	<b>i/c</b>	<b>Resources</b>	<b>Success criteria</b>
<b>C1.1</b>	To review the allocation of PPG spending on the school budget so there is sufficient funding for students	Ongoing	<b>KB</b> <b>LHK</b> <b>FL</b>	Time	Sufficient funding available each year from PPG grant
<b>C1.2</b>	To continue to make use of PPG for Attendance and Pastoral support staff wages, as per DfE guidance, in order to provide appropriate support for all students	Ongoing	<b>KB</b> <b>LHK</b> <b>DKE</b>	Attendance Officer  Pastoral Support worker	An agreed and fixed percentage of PPG used for Pastoral Support staff wages

C1.3	<p>Use the academic year 2021-2022 and the extra government funding available to enable targeted students to `catch-up` on the learning they lost during the school closures in the 2020 – 2021 academic year, and any future closures. The funding is available in three parts:</p> <ul style="list-style-type: none"> <li>a) General `catch up` funding: the school can decide how this is spent although the government expects it to be spent on small group tuition.</li> <li><b>b) Funding to access the National Tutoring Programme for the most disadvantaged students.</b></li> <li><b>c) Recovery premium funding</b></li> </ul>	07/21	SLT	<p>Time May involve costs not covered by central funding (awaiting details)</p>	<p>Extra funding used effectively to reduce the impact the school closure had on student progress. Full analysis of both internal assessments and public examinations.</p>
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