

# Pupil premium strategy statement

This statement details our school's use of pupil 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 the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	The Olive School, Preston
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	August 2023
Date on which it will be reviewed	December 2023
Statement authorised by	P Yusuf
Pupil premium lead	P Yusuf
Governor / Trustee lead	I Patel, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,210
Recovery premium funding allocation this academic year	£ 9,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£99,490

# 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 as a minimum meet the expected standard in Reading, Writing and Maths in their year group. 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.

High-quality teaching is at the heart of our approach, with a focus on areas for 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.

An analysis of the data provides the following contextual background for the use of the pupil premium funds:

12% of disadvantaged pupils are on the SEN register.

97% of disadvantaged pupils have English as an Additional Language.

14% of disadvantaged pupils live within the top 30% of deprived areas nationally.

67% of the whole school cohort live within the top 30% of deprived areas nationally.

Parental engagement and pupil attendance continues to be a focus for disadvantaged pupils.

We aim to use the Pupil Premium Funds to ensure:

- all disadvantaged pupils meet the expected standard according to their age.
- disadvantaged pupils 'close the gap' in their attainment in English and Maths.
- the opportunities for disadvantaged pupils are maximised enabling a wide and varied diet of cultural opportunities as part of their school life.
- that the pandemic does not adversely affect pupil's mental health and wellbeing.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
2	Assessments and observations suggest disadvantaged pupils require additional support with phonics than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that attainment in Reading among some disadvantaged pupils is below that of their peers.
4	Internal assessments indicate that attainment in Writing among some disadvantaged pupils is below that of their peers.
5	Internal assessments indicate that attainment in Maths among some disadvantaged pupils is below that of their peers.
6	Internal assessments indicate that attainment in Reading, Writing and Maths combined, among some disadvantaged pupils is below that of their peers.
7	Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to school closure and self-isolation.
8	Disadvantaged pupils have missed out on enrichment opportunities during school closure and self-isolation.
9	Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved Phonics/Reading attainment among disadvantaged pupils.	Ensure that 100% of disadvantaged pupils pass the Phonics Screening Check in Year 1 (June 2024).
Improved Reading attainment among disadvantaged pupils.	KS1/KS2 Reading outcomes in 2023/24 show that disadvantaged pupils meet the expected standard.
Improved Writing attainment among disadvantaged pupils.	KS1/KS2 Writing outcomes in 2023/24 show that disadvantaged pupils meet the expected standard.
Improved Maths attainment among disadvantaged pupils.	KS1/KS2 Maths outcomes in 2023/24 show that disadvantaged pupils meet the expected standard.
Improved Reading, Writing and Maths combined attainment among disadvantaged pupils.	KS1/KS2 Reading, Writing and Maths combined outcomes in 2023/24 show that disadvantaged pupils meet the expected standard in all 3 subjects.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from pupil voice, parent feedback and teacher observations</li> </ul>
Enrichment opportunities provided for disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> </ul>

## Activity 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: £78,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments and training for staff.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 2, 3, 4, 5, 6
Ongoing cpd for teachers.	Spending on improving teaching including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. This is a key ingredient for a successful school. <a href="#">EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1, 2, 3, 4, 5, 6
An additional teacher to support with targeted interventions.	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   EEF (educationendowmentfoundation.org.uk)</a> and in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 4, 5, 6
Daily targeted interventions by teachers linked to	Tuition targeted at specific needs and knowledge gaps can be an ef-	1, 2, 3, 4, 5, 6

classroom teaching and the curriculum.	<p>ffective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>and in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
Learning Coach - one to one support and daily reading to aid performance in Maths and English.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4, 5, 6
Purchase of high quality resources to support with teaching (STAR Readers, Library books, Bug Club, Times tables Rockstars, Spelling Shed and My Maths).	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="#">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4, 5, 6
Provide enrichment clubs to support pupils' social and emotional development and give pupils an opportunity to develop specific talents.	<p>There is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond.</p> <p><a href="#">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></p>	7,8

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

Budgeted cost: £18,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions to raise attainment in	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:	1, 2, 3, 4, 5, 6

Reading, Writing and Maths.	<a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> and in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Early language cpd for the EYFS team.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 4, 5, 6
Provide early language intervention and support for disadvantaged pupils in EYFS and Key Stage 1 using WELLCOMM and NELI.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 4, 5, 6
Sports enrichment – to raise confidence, healthy lifestyle, self esteem and resilience amongst pupils.	Physical activity has important benefits in terms of health, wellbeing and physical development. The average impact of engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year. <a href="#">Physical activity   EEF (educationendowmentfoundation.org.uk)</a>	7, 8
Payment for Educational visits – to raise aspirations for all pupils and provide cultural experiences for all pupils.	The evidence in the EEF's Toolkit and the EEF's Literature review on non-cognitive skills suggest that character-related approaches can be most effective for improving attainment when they are specifically linked to learning <a href="#">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a>	7, 8
Professional services bought in to identify any barriers to learning e.g. Education Psychologist, Speech and	Educational psychologists use psychology to help children and young people with the development of learning, communication, physical and sensory needs, and social and emotional skills needed for adulthood/independence.	1, 2, 3, 4, 5, 6

Language Therapist, Inclusion Teacher	<a href="#">Educational psychologists - Lancashire County Council</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective & targeted pastoral support through the school's SENDCo and pastoral team	<p>The average impact of successful Social and Emotional Learning is an additional four months' progress over the course of a year.</p> <p>Social and Emotional interventions in education are shown to improve Social and Emotional skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	7
Monitoring and addressing of absence. Reduce absence so that all pupils have the opportunity to learn. Deployment of administrative staff and a SLT member to support families to improve attendance and eradicate persistent absenteeism.	<p>The Department for Education's guidance on improving school attendance provides useful advice on this issue.</p> <p><a href="https://www.gov.uk">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	9
All pupils have access to educational trips to enrich their cultural capital.	<p>The latest DfE guidance recognises the significant benefits of school trips on pupils' educational development, health and wellbeing.</p> <p><a href="#">DfE guidance finally gives all school trips the green light! - Voyager School Travel</a></p>	7



Pupil premium across the school is well led by a member of SLT as the school's Pupil Premium Champion.	<p>The EEF identifies the importance of a school creating a leadership climate that is conducive to good implementation through school policies, routines and practices, and therefore supporting systems to ensure disadvantaged pupils achieve.</p> <p><a href="https://educationendowmentfoundation.org.uk/putting-evidence-to-work-a-schools-guide-to-implementation/">Putting Evidence to Work - A School's Guide to Implementation   EEF (educationendowmentfoundation.org.uk)</a></p>	7
Quality enrichment opportunities provided by teachers.	<p>There is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond.</p> <p><a href="https://educationendowmentfoundation.org.uk/life-skills-and-enrichment/">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></p>	8
A free healthy breakfast provided to all pupils.	<p>Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p> <p><a href="https://www.gov.uk/government/news/breakfast-clubs-programme-2021-2023">Breakfast clubs programme 2021-2023 - GOV.UK (www.gov.uk)</a></p>	7, 8
Uniform grant – increases self-esteem and inclusion.	<p>There is a general belief in the UK that school uniform leads to improvements in pupils' behaviour.</p> <p><a href="https://educationendowmentfoundation.org.uk/school-uniform/">School uniform   EEF (educationendowmentfoundation.org.uk)</a></p>	7, 8

**Total budgeted cost: £99,490**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

The following table shows the results for the academic year 2022/23, the national averages for 2018/19 and the corresponding <b>assessment results</b> for 2022/23.			
	<b>Pupils eligible for PP (2022/23)</b>	<b>Pupils not eligible for PP (2022/23)</b>	<b>Pupils not eligible for PP (national average 2018/19)</b>
% of pupils achieving a 'Good Level of Development' at the end of EYFS	100%	87%	74%
% of pupils passing the Phonics Screening check at the end of Year 1	100%	98%	84%
% achieving expected standard or above in Reading, Writing & Maths (Key Stage 1)	90%	88%	69%
Attainment – Reading	90%	96%	78%
Attainment – Writing	90%	88%	73%
Attainment – Maths	90%	92%	79%
% achieving expected standard or above in Reading, Writing & Maths (Key Stage 2)	81%	84%	
Attainment – Reading	91%	91%	
Attainment – Writing	94%	98%	
Attainment – Maths	100%	91%	

During 2022/23 statutory assessments took place. For disadvantaged pupils in key areas of the curriculum the results indicated similar or higher achievements than pupils not eligible for pp and higher achievements than the national average in 2018/19.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Rising Stars Programmes for Assessment	