

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	421
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
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
Total budget for this academic year 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. 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.

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

11% of disadvantaged pupils are on the SEN register.

96% of disadvantaged pupils have English as an Additional Language.

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

64% 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.

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 are 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

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.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, parent feedback and teacher observations
Enrichment opportunities provided for disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> • attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	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. EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)	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: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>and in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</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>High-quality teaching EEF (educationendowmentfoundation.org.uk)</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>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</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.	One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	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. Physical activity EEF (educationendowmentfoundation.org.uk)	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 Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	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	Educational psychologists - Lancashire County Council	
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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>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</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>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</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>DfE guidance finally gives all school trips the green light! - Voyager School Travel</p>	7

<p>Pupil premium across the school is well led by a member of SLT as the school's Pupil Premium Champion.</p>	<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>Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk)</p>	<p>7</p>
<p>Quality enrichment opportunities provided by teachers.</p>	<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>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	<p>8</p>
<p>A free healthy breakfast provided to all pupils.</p>	<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>Breakfast clubs programme 2021-2023 - GOV.UK (www.gov.uk)</p>	<p>7, 8</p>
<p>Uniform grant – increases self-esteem and inclusion.</p>	<p>There is a general belief in the UK that school uniform leads to improvements in pupils' behaviour.</p> <p>School uniform EEF (educationendowmentfoundation.org.uk)</p>	<p>7, 8</p>

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.

KS2 End of Year Outcomes			
	2023 National Average for non-disadvantaged pupils	2023 school achievement of disadvantaged pupils	Gap between achievement of disadvantaged pupils in school and National Average for non-disadvantaged pupils
RWM EXS+	66%	79%	+13%
RWM HS	10%	14%	+4%
Reading EXS+	78%	83%	+5%
Reading HS	34%	8%	-26%
Writing EXS+	77%	92%	+15%
Writing HS	16%	8%	-8%
Maths EXS+	79%	100%	+21%
Maths HS	29%	8%	-21%
	2023 National Average for disadvantaged pupils	2023 school achievement of disadvantaged pupils	Gap between achievement of disadvantaged pupils in school and National Average for disadvantaged pupils
RWM EXS+	44%	79%	+35%
RWM HS	3%	14%	+11%
Reading EXS+	60%	83%	+23%
Reading HS	17%	8%	-9%
Writing EXS+	58%	92%	+34%
Writing HS	7%	8%	+1%
Maths EXS+	59%	100%	+41%
Maths HS	13%	8%	-5%

KS1 End of Year Outcomes			
	2023 National Average for non-disadvantaged pupils	2023 school achievement of disadvantaged pupils	Gap between achievement of disadvantaged pupils in school and NA for non-disadvantaged pupils
Reading EXS+	73%	90%	+17%
Reading HS	22%	10%	-12%
Writing EXS+	65%	90%	+25%
Writing HS	10%	0%	-10%
Maths EXS+	75%	90%	+15%

Maths HS	19%	40%	+21%
	2023 National Average for Disadvantaged	2023 school achievement of disadvantaged pupils	Gap between achievement of disadvantaged pupils in school and NA for disadvantaged pupils
Reading EXS+	54%	90%	+36%
Reading HS	9%	10%	+1%
Writing EXS+	44%	90%	+46%
Writing HS	3%	0%	-3%
Maths EXS+	56%	90%	+34%
Maths HS	8%	40%	+38%

EYFS End of Year Outcomes			
	2023 National Average for non-disadvantaged pupils	2023 school achievement of disadvantaged pupils	Gap between achievement of disadvantaged pupils in school and NA for non-disadvantaged pupils
Achieved GLD	72%	100%	+28%
	2023 National Average for disadvantaged pupils	2023 school achievement of disadvantaged pupils	Gap between achievement of disadvantaged pupils in school and NA for disadvantaged pupils
Achieved GLD	52%	100%	+48%

Year 1 Phonics Screening Check Outcomes			
	2023 National Average for non-disadvantaged pupils	2023 school achievement of disadvantaged pupils	Gap between achievement of disadvantaged pupils in school and NA for non-disadvantaged pupils
Phonics Screening Check	83%	100%	+17%
	2023 National Average for disadvantaged pupils	2023 school achievement of disadvantaged pupils	Gap between achievement of disadvantaged pupils in school and NA for disadvantaged pupils
Phonics Screening Check	67%	100%	+33%

The data demonstrates that the school's achievements over the years continues to make sustained progress in Reading, Writing, Maths, GLD and Phonics Screening Check namely:

- KS2 – 83% of disadvantaged pupils achieved the EXS in Reading compared with the National Average of 78%.
- KS2 - 92% of disadvantaged pupils achieved the EXS in Writing compared with the National Average of 77%.
- KS2 - 100% of disadvantaged pupils achieved the EXS in Maths compared with the National Average of 79%.

- KS1 – 90% of disadvantaged pupils achieved the EXS in Reading compared with the National Average of 73%.
- KS1 - 90% of disadvantaged pupils achieved the EXS in Writing compared with the National Average of 65%.
- KS1 - 90% of disadvantaged pupils achieved the EXS in Maths compared with the National Average of 75%.
- Year 1 - 100% of disadvantaged pupils passed the Phonics Screening Check in Year 1 compared with the National Averages of 83% for non-disadvantaged pupils and 67% for disadvantaged pupils.
- EYFS - 100% of disadvantaged pupils achieved the GLD in EYFS compared with the National Averages of 72% for non-disadvantaged pupils and 52% for disadvantaged pupils.

Aspects of our Pupil Premium Strategy that have been most effective at improving outcomes for disadvantaged pupils are:

- ensuring disadvantaged pupils are challenged in the work that they are set
- acting early to intervene at the point need is identified
- adopting a whole school approach in which all staff have taken responsibility for disadvantaged pupils' outcomes and raised expectations resulting in the higher achievements of the children

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations. We are at present on course to achieve the outcomes we set out to achieve over the next year, as stated in the Intended Outcomes section above.

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	