



'Believe you can'

Draft: Pupil Premium Statement 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 Tree Primary School
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	90 pupils = 22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr.H. Asghar, Principal
Pupil premium lead	Ms. N. Chippendale, SENDCo
Governor / Trustee lead	Mr. Imran Bhikha

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,995
Recovery premium funding allocation this academic year	£13,195
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£66,790
Total budget for this academic year	£203,980

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, notably in its targeted support through additional tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils. In the main, this is provided through additional learning opportunities that are delivered on Friday afternoons through our existing staff base.

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

	Priorities for Improvement (related to disadvantaged pupils): (carried forward from previous academic year due to COVID-19 disruption):
A	To improve the progress and attainment of pupils eligible for the Pupil Premium in reading – including more able - by the end of KS2 so that it is at least in line with 2019 National Averages (NA – Progress: 0, Attainment at the Expected Standard 73%, Attainment at the higher standard 27%)
B	To improve the progress and attainment of pupils eligible for the Pupil Premium in writing – including more able - by the end of KS2 so that it is at least in line with 2019 National Averages (NA - Attainment at the Expected Standard 78%, Attainment at the higher standard 20%)

C	To improve the progress and attainment of pupils eligible for the Pupil Premium in maths – including more able - by the end of KS2 so that it is at least in line with 2019 National Averages (NA – Progress: 0, Attainment at the Expected Standard 79%, Attainment at the higher standard 27%)
D	To improve pupils' acquisition of language so that they are able to access the curriculum and communicate effectively.
E	To ensure the attendance of pupils eligible for the Pupil Premium is in line with the national average of 96%.
F	To ensure pupils are able to benefit from an extended curriculum that provides them with essential knowledge they need to be educated citizens (cultural capital).

Challenges

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

Challenge number	Detail of challenge
	Challenges: (carried forward from previous academic year due to COVID-19 disruption)
1	On entry to school, pupils display limited vocabulary which makes it more challenging for them to access the curriculum.
2	Difficulties with inferring meaning from text due to a lack of reading opportunities outside of school.
3	Social/emotional needs of some pupils in receipt of PP have created barriers which make accessing learning challenging across KS1 and 2.
	Challenges (academic):
4	Low household income limits the life experience / enrichment opportunities for pupils.
5	The home environment for some pupils eligible for PP funding is not conducive to learning – due to socio-economic factors such as low income and overcrowding (deprivation indicators).
6	Poor attendance is a factor for some pupils eligible for PP funding.
7	Ongoing disruption to children's learning due to COVID-19.
	Additional challenges (including issues which also require action outside school, such as low attendance rates):
8	Low household income limits the life experience / enrichment opportunities for pupils.

9	The home environment for some pupils eligible for PP funding is not conducive to learning – due to socio-economic factors such as low income and overcrowding (deprivation indicators).
10	Poor attendance is a factor for some pupils eligible for PP funding.
11	Ongoing disruption to children's learning due to COVID-19.

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.

To embed a language-based curriculum with a focus throughout the school on oracy.	Pupils will have increased word level knowledge and will be able to use a range of vocabulary in the correct context. In turn, pupils will be able to access the curriculum.
To ensure pupils benefit from a settled start to the day.	Pupils eligible for the Pupil Premium will be provided with a free Breakfast Club that includes a range of enriching activities and the option of a warm, healthy breakfast.
To continue to ensure pupils have the opportunity to read and discuss quality texts on a daily basis in order to develop their love of reading, comprehension and language development.	Pupils eligible for PP funding develop a greater love of reading and the gap between their reading / maths attainment closes.
To identify and provide support for the social/emotional needs of pupils eligible for PP funding so that they are able to focus on their learning.	<ul style="list-style-type: none"> ● Individual needs of pupils are identified and supported ● A named adult is in place to support identified pupils ● Pupils feel more confident and secure in sharing concerns and finding solutions. ● Supported pupils are able to demonstrate the emotional resilience that enables them to adopt a more focused approach to their learning. Consequently, they attain in line with their peers.
To ensure pupils eligible for PP funding are able to participate in all trips, events and visits.	Children are able to attend enrichment activities which enrich their learning and experience of the world.

To support pupils eligible for PP in school through homework clubs (after school) and access to the internet to ensure they are able to access the same learning opportunities as their peers.	Children are able to complete homework and have the same opportunities as their peers in order to keep up with their learning.
To liaise and support families of pupils with low attendance so that attendance improves.	Attendance of vulnerable pupils improves and the attendance percentage of pupils for whom the school receives Pupil Premium and other groups closes.
To implement a programme of rigorous and structured interventions for reading (including early reading and phonics), writing and maths,	Pupils eligible for PP funding develop are supported with their learning through quality intervention programmes that diminish their gaps in learning - in comparison to attainment data from national averages.
To implement a programme of speech and language assessment and intervention.	Pupils language needs are assessed from EYFS, leading to an improvement in their use of receptive and expressive language.

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

Budgeted cost: **£9,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff to ensure assessments are interpreted correctly.</p> <p>Estimated cost: £1,000</p>	<p>Question Level Analysis can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through effective planning, teacher instruction and interventions:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 7
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate</p>	<p>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:</p>	1

<p>understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>(Voice 21)</p> <p>Estimated cost: £2,500</p>	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Estimated cost: £1,800</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1, 2, 3, 7</p>
<p>Improvement of our teaching approaches to ensure that provision for all groups of children is exemplary within the classroom, including pupils with SEND and more able learners.</p> <p>Estimated cost: £1,800</p>	<p>Implementation of The Blueprint for SEND will support teacher instruction and pupil access to learning.</p> <p>Supporting SEND: research and analysis</p>	<p>1, 2, 3, 7</p>
<p>Improve the quality of social and emotional (SEL) learning through pupils' character development, to increase its impact on the social, moral, cultural and spiritual development of pupils.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Estimated cost: £2,000</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>3, 5, 11</p>

Targeted academic support

Budgeted cost: **£80,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed							
<p>Employment of Language Support Assistants to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Estimated cost: £40,000</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4							
<p>Deliver staff training on Wellcomm Primary assessments and purchase associated resources.</p> <p>Estimated cost: £2,000</p>			<p>Purchase Read, Write Inc 'Get Writing' resources, to support delivery of targeted interventions for KS1 and 2 pupils to improve their learning of writing (inc. Grammar, Punctuation and Spelling).</p> <p>Estimated cost: £2,000</p>	<p>Teaching and Learning toolkit (educationendowmentfoundation.org.uk)</p>	1, 2	<p>Purchase Read, Write Inc refresher training, to support delivery of targeted phonics teaching / interventions for EYFS - KS2 pupils to improve their learning of phonics and early reading.</p> <p>Estimated cost: £1,200</p>	<p>Teaching and Learning toolkit (educationendowmentfoundation.org.uk)</p>	1, 2	<p>Schedule 'Summer school' Monday – Friday mornings to focus on key areas of</p>
<p>Purchase Read, Write Inc 'Get Writing' resources, to support delivery of targeted interventions for KS1 and 2 pupils to improve their learning of writing (inc. Grammar, Punctuation and Spelling).</p> <p>Estimated cost: £2,000</p>	<p>Teaching and Learning toolkit (educationendowmentfoundation.org.uk)</p>	1, 2							
<p>Purchase Read, Write Inc refresher training, to support delivery of targeted phonics teaching / interventions for EYFS - KS2 pupils to improve their learning of phonics and early reading.</p> <p>Estimated cost: £1,200</p>	<p>Teaching and Learning toolkit (educationendowmentfoundation.org.uk)</p>	1, 2							
<p>Schedule 'Summer school' Monday – Friday mornings to focus on key areas of</p>	<p>Targeted pupils in year 5 will catch up rapidly in key areas of learning and will be on track to begin learning the year 6 curriculum when school reopens in September 2021.</p>	1, 2							

learning – as identified from baseline assessments. Estimated cost: £6,000		
Provide study packs for all pupils for daily (home) study over the Summer holiday period July – August 2020. Estimated cost: £1,200	Gaps in learning will be addressed quickly; pupils will begin to be in a position to start learning their age-appropriate curriculum when school reopens in September 2021.	1, 2
Renew subscription for IDL intervention software for English / Maths. Estimated cost: £1,000	<u>Teaching and Learning toolkit</u> (educationendowmentfoundation.org.uk)	1, 2
Deliver interventions to focus on key areas of learning to improve outcomes in reading, writing and maths Estimated cost: £25,000	<u>Teaching and Learning toolkit</u> (educationendowmentfoundation.org.uk)	1, 2
Deliver pastoral interventions to support pupil's social, emotional learning Estimated cost: £2,000	Targeted interventions and universal approaches can have positive overall effects: <u>Mental health toolkit for schools</u> - Anna Freud	3, 5, 9

Wider strategies

Budgeted cost: **£54,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on wellbeing and mental health approaches. Estimated cost: £1,800	Targeted interventions and universal approaches can have positive overall effects: <u>Mental health toolkit for schools</u> - Anna Freud	3, 5, 9, 11
Training and release time for Attendance lead and Attendance Officer.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6, 10

<p>Estimated cost: £1,800</p>	<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p>	
<p>Breakfast Club food supplies - provide pupils from disadvantaged backgrounds with a healthy, welcoming start to the morning. Estimated cost: £1,000</p>	<p><u>Evaluation of Breakfast clubs in schools with high levels of deprivation</u></p>	<p>All</p>
<p>Breakfast Club Resources - To provide pupils from disadvantaged backgrounds with an engaging start to the morning. Estimated cost: £2,000</p>		
<p>Breakfast Club staffing Estimated cost: £4,000</p>		
<p>Employment of Home-School Liaison Officer to support improvements in attendance. Estimated cost: £21,000</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p>	<p>6, 10</p>
<p>Subsidised trips and visits for pupils from low-income families. Estimated cost: £10,000</p>	<p><u>Evidence on life skills and enrichment</u> from the Teaching and Learning Toolkit alongside the findings from recent EEF projects.</p>	<p>All</p>
<p>Employment of Pupil Premium champion to act as an advocate for pupils eligible for Pupil Premium. Estimated cost: £8,000</p>	<p>DfE <u>Guidance on Pupil Premium</u> <u>Using pupil premium: guidance for school leaders</u></p>	<p>All</p>
<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>	<p>All</p>

Estimated cost: £5,000		
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Total budgeted cost: £203,980

Total allocation: £144,100

Amount yet to be deployed £59,880

Part B: Review of outcomes in the previous academic year (2020-2021)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Attainment of disadvantaged pupils

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was strong in reading and writing.

In terms of pupils eligible for pupil premium at the end of KS2 in 2021-

Reading: EXS+ 85%, GDS 33% (compared to 2019 EXS NA 73%)

Writing: EXS+ 81%, GDS 10% (compared to 2019 EXS NA 79%)

Maths: EXS+ 67%, GDS 19% (compared to 2019 EXS NA 79%)

Performance in maths for this group of pupils was slightly lower than 2019 national average, which is attributable to the fact that a small group of these were pupils with SEND for whom a more 'hands on' practical approach for the teaching of maths would have been more effective had lockdown and remote learning not taken place. The implementation of a new scheme for maths as well as CPD continues to support the teaching of maths especially through the use of maths manipulatives.

Attendance of disadvantaged pupils

Overall attendance in 2020/21 was 95%, this was in line with the overall national average for all pupils. This was heavily contributed by the tracking and effective management of attendance by the school's Pupil Premium Champion / Attendance Officer.

Behaviour and wellbeing of disadvantaged pupils

Our assessments and observations indicated that despite the challenges faced by all of our pupils, they continued to show resilience and a positive mindset. There was little impact of Covid-19 related issues on pupil behaviour, wellbeing and mental health due to the excellent care and support provided by front line staff throughout lockdown.

Funds carried over from 2020 to 2021

Despite the school's best endeavours, the restrictions caused by Covid-19 meant that full range of initiatives / support for pupils eligible for pupil premium had to be limited and the sum of £66,790.00 has been carried over to the academic year 2021 to 2022. An explanation of each of these activities is provided below.

Intended initiative / strategy	Allocated amount of funding (unspent)	Reason for reallocation of funding to 2021-22
Small group tutoring	£15,000	Although plans were in place for small group tutoring and pupil / staff members had been identified, the subsequent lockdown due to Covid-19 meant that these plans were unable to go ahead.
Subsidised educational visits	£5,790	Although a number of educational visits had been planned to take place, the subsequent lockdown due to Covid-19 meant that these visits were unable to go ahead.
Employment of x2 Language Assistants	£40,000	Although the recruitment of 2 Language Assistants had been intended, the subsequent restrictions due to Covid-19 meant that the intended recruitment activity could not go ahead.
Staff CPD	£6,000	Although plans were in place for staff CPD, the subsequent lockdown due to Covid-19 meant that these CPD sessions were unable to go ahead.
Total unspent funding	£66,790	