



'Believe you can!'

### Pupil Premium Grant (PPG) Statement 2022-23

This statement details our school's proposed use of the pupil premium grant for the 2022-23 academic year to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy and how we intend to spend the funding in this academic year. In terms of last year's spend and the effect it had within our school, the evaluation can be found on the pupil premium page of our school website, or by clicking [here](#).

#### School overview

Detail	Data
School name	The Olive Tree Primary School
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	85 pupils = 20%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs. Z. Patel
Pupil premium lead	Ms. N. Chippendale, SENDCo
Governor / Trustee lead	Mr. Imran Bhikha

#### Funding overview

Detail	Amount
Pupil premium funding allocation for this academic year:	£120,495
Recovery premium funding allocation for this academic year:	£12,760
Pupil premium funding carried forward from previous year(s):	£68,075
<b>Total PPG budget for this academic year:</b>	<b>£201,330</b>

## **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.

As a wider school strategy, we plan targeted support through additional tutoring for pupils who require it, 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

<b>Priorities for Improvement (related to disadvantaged pupils): (carried forward from previous academic year due to COVID-19 disruption):</b>	
A	To improve the progress and attainment of pupils eligible for the Pupil Premium in reading – including SEND and more able - by the end of KS2 so that it is at least in line with 2022 National Averages (NA – Progress: 0, Attainment at the Expected Standard 75%, Attainment at the higher standard 28%)
B	To improve the progress and attainment of pupils eligible for the Pupil Premium in writing – including SEND and more able - by the end of KS2 so that it is at least in line with 2022 National Averages (NA - Attainment at the Expected Standard 70%)
C	To improve the progress and attainment of pupils eligible for the Pupil Premium in maths – including SEND and more able - by the end of KS2 so that it is at least in line with 2022 National Averages (NA – Progress: 0, Attainment at the Expected Standard 71%, Attainment at the higher standard 23%)
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 94.4%.
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
	<b>Challenges (academic):</b>
1	On entry to school, pupils display limited vocabulary which makes it more challenging for them to access the curriculum. This has been exacerbated further due to the COVID-19 pandemic which resulted in pupils being unable to access early years learning.
2	Difficulties with reading fluently and inferring meaning from text due to a lack of reading opportunities outside of school. This has been exacerbated further due to the COVID-19 pandemic which resulted in the youngest pupils being unable to engage in phonics and early years reading due to the effects of the pandemic on access to early years education (nurseries and playgroups).
3	Social/emotional needs of some pupils eligible for the PPG have created barriers which make accessing learning challenging across KS1 and 2. This has been exacerbated due to the COVID-19 pandemic.
4	Learning gaps in reading, writing and maths created as a result of the pandemic, despite the school's best efforts to provide high quality remote learning opportunities.
	<b>Additional challenges (including issues which also require action outside school, such as low attendance rates):</b>
5	High levels of deprivation, due to low household income, limits the life experience / enrichment opportunities for pupils. This has been exacerbated due to the cost-of-living crisis.
6	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).
7	Poor attendance is a factor for some pupils eligible for PPG funding.

## 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"><li>• Individual needs of pupils are identified and supported</li><li>• A named adult is in place to support identified pupils</li><li>• Pupils feel more confident and secure in sharing concerns and finding solutions.</li><li>• 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.</li></ul>
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	Children are able to complete homework and have the same opportunities as their peers in order to keep up with their learning.

internet to ensure they are able to access the same learning opportunities as their peers.	
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 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.

## Proposed activities for this academic year

This section 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: £73,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a lead 'coach' to champion high quality teaching through pedagogical coaching and collaborative practice (lesson study), delivering improvements to learning for disadvantaged pupils.</p> <p><b>Estimated cost: £30,000</b></p>	<p><a href="#">IDI research into the impact of teacher professional development.</a></p> <p><a href="#">Compilation of research studies into the impact of instructional (pedagogical) coaching.</a></p>	<p>4</p>
<p>Release time for KS1 and 2 teachers to work with lead 'coach' to secure high quality teaching through pedagogical coaching and collaborative practice (lesson study), delivering improvements to learning for disadvantaged pupils.</p> <p>Teachers to work in 5 triads as follows:</p> <p>Each triad (3 teachers):</p> <p>3 x 0.5 day planning sessions per teacher = 1.5 days</p>		<p>4</p>

<p>3 x 0.5 teaching sessions per teacher = 1.5 days</p> <p>3 teachers per triad = 3 x 3 days</p> <p>= 9 days release</p> <p><b>Estimated cost:</b> £20,000</p>		
<p>Subscription to 'Showbie' digital classroom to provide opportunities for pupils to engage in recall and retrieval activities (Socratic software), receive and give digital feedback, deploy self/peer assessment (metacognitive strategies) and peer tutoring (through flipped learning opportunities and the use of self-directed video tutorials).</p> <p><b>Estimated cost:</b> £20,000</p>	<p><u>EEF research into metacognition.</u></p> <p><u>EEF research into peer tutoring.</u></p> <p><u>EEF research into feedback.</u></p>	4
<p>CPD for teachers to improve the effectiveness of pedagogical delivery (teaching) through a focus on the implementation of the '5 a day' principle.</p> <p><b>Estimated cost:</b> £1,800</p>	<p><u>EEF research into the '5 a day' principle to support pupils - including those with SEND.</u></p>	4
<p>Enhancement of our maths teaching and</p>	<p>The DfE non-statutory guidance has been produced in conjunction with</p>	4



<p>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><b>Estimated cost:</b></p> <p>£1,800</p>	<p>the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><u><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></u></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><u><a href="#">Improving Mathematics in Key Stages 2 and 3</a></u></p> <p><u><a href="#">EEF research into mastery learning</a></u></p>	
<p><b>Estimated cost of proposed teaching activities:</b></p>		<p>£</p>

## Targeted academic support

Budgeted cost: **£70,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver targeted interventions to focus on key areas of learning to improve outcomes in reading, writing and maths (through additional Friday lessons)</p> <p><b>Estimated cost:</b> £25,000</p>	<p><u>Teaching and Learning toolkit</u> (educationendowmentfoundation.org.uk)</p> <p>EEF research into:</p> <p>1) <u>extending learning time through targeted before and after school programmes (including additional small group or one to one tuition)</u></p> <p>2) <u>small group tuition</u></p>	<p>2,4</p>
<p>Purchase of teaching resources to support the delivery of targeted interventions to focus on key areas of learning to improve outcomes in reading, writing and maths (through additional Friday lessons)</p> <p><b>Estimated cost:</b> £5,000</p>		
<p>Employment of a Language Support Assistant to improve listening, narrative and vocabulary skills for disadvantaged pupils within EYFS who have relatively</p>	<p><u>EEF research into oral language interventions</u></p>	<p>1</p>

<p>low spoken language skills.</p> <p><b>Estimated cost:</b> £30,000</p>		
<p>Top up 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><b>Estimated cost:</b> £2,000</p>	<p><u>Teaching and Learning toolkit</u> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>2</p>
<p>Schedule 'summer school' Monday – Friday mornings to focus on key areas of learning over the summer holiday period July – August 2023.</p> <p><b>Estimated cost:</b> £6,000</p>	<p><u>EEF research into summer school provision and extending learning time.</u></p>	<p>2,4,6</p>
<p>Provide study packs for all pupils for daily study (homework) over the summer holiday period July – August 2023.</p> <p><b>Estimated cost:</b> £1,500</p>	<p><u>EEF research into the provision of homework.</u></p>	<p>4,5,6</p>

Renew subscription for IDL intervention software to provide individualised for English / Maths <b>Estimated cost:</b> £1,000	<u>EEF research into individualised instruction.</u>	2,4
<b>Estimated cost of proposed targeted academic support:</b>		<b>£</b>

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## Wider strategies

Budgeted cost: **£57,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a family support worker (part of Assistant DSL role) to work with families from disadvantaged backgrounds to improve parental engagement, pupil attendance and to provide pastoral support where needed</p> <p><b>Estimated cost:</b> £30,000</p>	<p>EEF research into <u>Working with parents to support children's learning</u></p> <p><u>DFE guidance into improving School Attendance advice.</u></p>	<p>5,7</p>
<p>The provision of an on-site nurture facility to improve the quality of pupils' social and emotional (SEL) learning.</p> <p><b>Estimated cost:</b> £1,800</p>	<p><u>EEF research into improving Social and Emotional Learning</u></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>3</p>
<p>CPD on emotional literacy for support staff in order to strengthen their ability to support pupils' social and emotional aspects of learning (SEL).</p> <p><b>Estimated cost:</b> £3,000</p> <p>Plus Questionnaire analysis tools to assess and plan next steps (ESI tech)</p> <p><b>Estimated cost:</b> £1,500</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>3</p>

Place2Be: support for wellbeing and mental health approaches.  <b>Estimated cost:</b> £4,000	Targeted support early to spot mental health problems before they develop and help children cope with challenges throughout their live with the use of a a effective therapeutic approach backed by research that combines several ways of working  <a href="#">Place2Be</a>	3
Breakfast Club food supplies - provide pupils from disadvantaged backgrounds with a healthy, welcoming start to the morning. Estimated cost: £1,000	<u>Evaluation of Breakfast clubs in schools with high levels of deprivation</u>	3,5,7
Breakfast Club Resources - To provide pupils from disadvantaged backgrounds with an engaging start to the morning. Estimated cost: £2,000		
Breakfast Club staffing Estimated cost: £4,000		
Subsidised trips and visits for pupils from low-income families. Estimated cost: £10,000	<u>Evidence on life skills and enrichment</u> from the Teaching and Learning Toolkit alongside the findings from recent EEF projects.	5
<b>Estimated cost of proposed wider strategies:</b>		<b>£</b>

<b>Total PPG budget available:</b>	£201,330.00
<b>Total estimated cost of proposed PPG strategies:</b>	£201,400.00
<b>Amount of PPG proposed to be carried forward</b>	£0.00

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