



'Believe you can!'

**Pupil Premium Grant (PPG) Statement 2024-25
(inc evaluation for 2023-24)**

This statement details our school's proposed use of the pupil premium grant for the 2024-25 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 as of 23/09/24

Detail	Data
School name	The Olive Tree Primary School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	76 pupils = 18%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	20th December 2024
Date on which it will be reviewed	Termly until July 2025
Statement authorised by	Mr H. Asghar Principal
Pupil Premium Lead	Mrs Z. Patel Deputy Principal
Governor / Trustee Lead	Mr. Imran Bhikha

Funding overview

Detail	Amount
Pupil premium funding allocation for this academic year:	£111,000.00
Pupil premium funding carried forward from previous year(s):	£15,109.00
Total PPG budget for this academic year:	£126,109.00

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

Priorities for Improvement (related to disadvantaged pupils):	
A	To continue to increase 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 overall 2024 national averages (NA) .
B	To continue 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 overall 2024 national averages (NA) .
C	To continue 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 overall 2024 national averages (NA) .
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 overall national average.
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 (academic):
1	On entry to school, pupils display limited vocabulary which makes it more challenging for them to access the curriculum. This was exacerbated further during the COVID-19 pandemic, particularly impacting pupils SEMH and development of communication and language.
2	Difficulties with reading fluently and inferring meaning from text due to a lack of reading opportunities outside of school. Our youngest pupils were unable to engage in phonics and early years reading during the pandemic due to a lack of access to early years education (nurseries and playgroups).
3	Social/emotional needs of some pupils eligible for the PPG have created barriers due to their socio-economic circumstances - which makes accessing learning challenging across KS1 and 2. This was exacerbated during the COVID-19 pandemic.
4	Despite its efforts, the school continues to face challenges due to the long-lasting effects of the Covid-19 pandemic particularly with learning gaps in reading, writing and maths.
	Additional challenges (including issues which also require action outside school, such as low attendance rates):
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.
8	Pupils' fine motor development and handwriting skills requires development due to a lack of opportunities outside of school along with the long-lasting effects of the Covid-19 pandemic.
9	Pupils' ability to self regulate requires developing through strategies and skills that will improve their executive function.

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.

<p>To ensure pupils benefit from a settled start to the day.</p>	<p>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.</p>
<p>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.</p>	<p>Pupils eligible for PP funding develop a greater love of reading and the gap between their reading / maths attainment closes.</p>
<p>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.</p>	<ul style="list-style-type: none">● Expert support from external agencies to help support pupils displaying difficulties in managing emotions, impulses and ability the to self regulate.● 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.
<p>To ensure pupils eligible for PP funding are able to participate in all trips, events and visits.</p>	<p>Children are able to attend enrichment activities which enrich their learning and experience of the world.</p>
<p>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</p>	<p>Children are able to complete homework and have the same opportunities as their peers in order to keep up with their learning.</p>

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TLR and release time for Professional Development Lead - develop, coach and support teaching staff in delivering and teaching practice. Improvements in teacher skills and knowledge to positively impact pupil attainment and progress.</p> <p>Estimated cost: £7,000</p>	<p><u>TDT research into the impact of teacher professional development.</u></p> <p><u>Compilation of research studies into the impact of instructional (pedagogical) coaching.</u></p>	4
<p>Release time for KS1 and 2 teachers and Learning support Assistants 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>		4

<p>3 x 0.5 day planning sessions per teacher = 1.5 days</p> <p>3 x 0.5 teaching sessions per teacher = 1.5 days</p> <p>3 teachers per triad = 3 x 3 days = 9 days release</p> <p>Estimated cost: £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>Estimated cost: £7,500</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 and planning support for staff in Characteristics of Effective Learning.</p> <p>Estimated cost: £2000</p>	<p><u>EEF Self-Regulation and Executive Function</u> and <u>EEF Blog: Five-a-day – achieving effective learning behaviours within our classrooms</u></p>	4

<p>Continued CPD for teachers to improve the effectiveness of pedagogical delivery for foundation subjects including teacher subject knowledge.</p> <p>Estimated cost: £2000</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: £5000</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: <u>Maths guidance KS 1 and 2.pdf</u> <u>(publishing.service.gov.uk)</u></p> <p>The EEF guidance is based on a range of the best available evidence: <u>Improving Mathematics in Key Stages 2 and 3</u></p> <p><u>EEF research into mastery learning</u></p>	4
<p>Estimated cost of proposed teaching activities:</p>		<p>£43,500</p>

Targeted academic support

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>Estimated cost: £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>Estimated cost: £5,000</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>Estimated cost: £2,000</p>	<p><u>Teaching and Learning toolkit</u> (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Schedule 'summer school' to focus on key areas of learning over the summer holiday period July – August 2025.</p> <p>Estimated cost: £6,000</p>	<p><u>EEF research into summer school provision</u> and <u>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 2025.</p> <p>Estimated cost: £2000</p>	<p><u>EEF research into the provision of homework</u>.</p>	<p>4,5,6</p>

<p>Renew subscription for IDL intervention software to provide individualised for English / Maths</p> <p>Estimated cost: £1,000</p>	<p><u>EEF research into individualised instruction.</u></p>	<p>2,4</p>
<p>Fluent transcription skills to be a critical focus for the early years and key stage 1.</p> <p>Purchase and development of handwriting using styluses for manual dexterity and fine motor skills in the Early Years and KS1. For those who require grip support, these can be added to the stylus mirroring a standard pencil.</p> <p>Estimated cost: £7000</p>	<p><u>Ofsted Research Review Series: English July 2022</u></p> <p>Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing them down).</p>	<p>4, 8</p>

<p>Use of Widget software and Bedrock learning, to develop pupils' vocabulary and support pupils with English as an additional language, support pupil literacy, speaking and listening, self confidence and reasoning. Make words memorable. In the classroom, use different strategies to move pupils from initial engagements with word meanings, to deeper processing of often multiple meanings, with different texts.</p> <p>Estimated cost: £4,300</p>	<p><u>EEF's research into vocabulary in action</u></p> <p>Bedrock learning toolkit</p> <p>Trial research: From an internal trial (run April 2023), pupils made at least 84% points progress, with some pupils exceeding 300%</p>	<p>1, 2, 4</p>
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<p>Handwriting development through use of Kaligo Handwriting and spelling app and its analytical and assessment tools, which provide precise, bespoke and personalised analysis to ensure pupils are supported with fine motor skills to write.</p> <p>Estimated cost: £2,000</p>	<p>North Ormsby Academy - Research showed improvements of +4 years on handwriting outcomes for pupils - including letter joins and letter formation</p>	<p>1, 2, 4</p>
<p>Develop pupil Characteristics of Effective learning through building self regulation and metacognition</p> <p>This requires resources, staff CPD in delivering and planning CoEL strategies.</p> <p>Estimated cost: £2000</p>	<p>Approaches to support self-regulation and executive function</p>	<p>1, 2, 3, 4, 9</p>
<p>Estimated cost of proposed targeted academic support:</p>		<p>£56,000</p>

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The provision of an on-site nurture facility to improve the quality of pupils' social and emotional (SEL) learning.</p> <p>Estimated cost: £4,500</p>	<p><u>EEF research into improving Social and Emotional Learning</u></p>	3
<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>Estimated cost: £3,000</p>	<p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</u></p>	3
<p>Breakfast Club food supplies - provide pupils from disadvantaged backgrounds with a healthy, welcoming start to the morning.</p> <p>Estimated cost: £1,000</p>	<p><u>Evaluation of Breakfast clubs in schools with high levels of deprivation</u></p>	3,5,7
<p>Breakfast Club Resources - To provide pupils from disadvantaged backgrounds with an engaging start to the morning.</p> <p>Estimated cost: £2,000</p>		
<p>Breakfast Club staffing</p> <p>Estimated cost: £6,000</p>		
<p>Subsidised trips and visits for pupils from low-income families.</p> <p>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>	5
<p>Estimated cost of proposed wider strategies:</p>		<p>£26,500</p>

Total estimated cost of proposed PPG strategies:	£126,295.00
Total PPG budget available:	£126,109.00
Amount of PPG proposed to be carried forward to next academic year (2025-26)	£109

Part B: Review of the previous academic year - Year 2023-24

Outcomes for disadvantaged pupils

End of key stage 2 assessment data for 2023-24 showed that the performance of disadvantaged pupils was strong in reading, writing and maths when compared to the overall national average (NA) for that group in 2024, as follows:

Achievement of the expected standard (EXS):

- Reading: 89% = **Above NA** when compared to the overall NA of 74%
- Writing: 100% = **Above NA** when compared to the overall NA of 72%.
- Maths: 83% = **Above NA** when compared to the overall NA of 73%.
- Reading, writing and maths combined: 78% achieved the expected standard (EXS) = **Above NA** when compared to the NA of 61%.

Achievement of the higher standard (GDS):

- Reading: 33% = **Above NA** when compared to the overall NA of 29%
- Writing: 22% = no NA data available as yet
- Maths: 22% = **Broadly in line** with the overall NA of 24%.
- Reading, writing and maths combined: 17% = **Above NA** when compared to the NA of 8%.

The strong achievement of our disadvantaged pupils at the end of KS2 was indicative of our robust assessment processes, quality-first teaching and additional Friday interventions - to which all disadvantaged pupils were invited.

Attendance of disadvantaged pupils

Overall attendance of disadvantaged pupils in 2023/24 was 94.8%, this was in line with the overall NA of 94% in 2023 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 circumstantial challenges faced by our disadvantaged pupils, they continued to show resilience and a positive mindset. This is largely due to the excellent care and support provided by our front-line staff throughout - with pupils being provided pastoral support (through our family liaison and pastoral lead) and pastoral interventions being offered to those with greater needs.

Externally provided programmes:

For a breakdown of the deployment of each programme, see pages 12-13, above.

Programme	Provider
Widget Software	Widget Software
IDL	Dyslexia and Dyscalculia Software
Bedrock	Bedrock Learning
Kaligo	Kaligo App
Showbie	Showbie Inc.