



'Believe you can!'

Pupil Premium Grant (PPG) Statement 2025-26 (inc evaluation summary for 2024-25)

This statement details our school's proposed use of the pupil premium grant for the 2025-26 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 25/09/25

| Detail | Data |
|---|-------------------------------------|
| School name | The Olive Tree Primary School |
| Number of pupils in school | 417 |
| Proportion (%) of pupil premium eligible pupils | 86 pupils = 20.62% |
| Academic year/years that our current pupil premium strategy plan covers | 2025-2026 |
| Date this statement was published | 29th September 2025 |
| Date on which it will be reviewed | Termly until July 2025 |
| Statement authorised by | Mrs Z. Patel (Principal) |
| Pupil Premium Lead | Mr H. Neville (Assistant Principal) |
| Governor / Trustee Lead | Mr. Imran Bhikha |

Funding overview

| Detail | Amount |
|--|--------------------|
| Pupil premium funding allocation for this academic year: | £134,680.00 |
| Pupil premium funding carried forward from previous year(s): | £0.00 |
| Total PPG budget for this academic year: | £134,680.00 |

Part A: Pupil Premium Strategy Plan

Statement of intent

At The Olive Tree Primary School, our intention is that every pupil, irrespective of background or challenge, is empowered to make excellent progress and achieve high attainment across all subjects. Our Pupil Premium strategy for 2025–26 remains focused on ensuring disadvantaged pupils thrive academically, socially and emotionally, with particular attention to sustaining progress for those already achieving highly.

We recognise the diverse challenges faced by some of our most vulnerable learners, including those with a social worker and young carers. The activity outlined in this plan is designed to meet these needs inclusively, benefitting both disadvantaged and non-disadvantaged pupils alike.

High-quality teaching continues to sit at the heart of our approach, as this has the greatest impact on closing the attainment gap while simultaneously raising standards for all. This will be complemented by carefully targeted support, including tutoring and enrichment, provided through our staff's expertise and aligned with our broader school improvement priorities.

Our strategy is rooted in robust diagnostic assessment, not assumptions, ensuring that interventions are timely, precise, and impactful. To ensure effectiveness, we will:

- **Challenge** disadvantaged pupils with ambitious work that raises aspirations and outcomes.
- **Intervene early** when additional support is needed.
- **Adopt a whole-school approach** where all staff share responsibility for disadvantaged pupils' outcomes and hold high expectations of what they can achieve.

This strategy also reflects our current school priorities:

1. **Raising attainment and progress in Reading, Writing, and Maths**, with a specific focus on disadvantaged pupils and boys achieving at the higher standard.
2. **Strengthening curriculum delivery in foundation subjects** to ensure breadth, balance, and depth for all learners.
3. **Developing metacognition and language acquisition in the Early Years**, securing strong foundations for future success.

Through this intent, we remain committed to providing the very best opportunities for every pupil in our care, ensuring disadvantage is never a barrier to success.

| | 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 2025 national averages (NA) - particularly at the higher standard. |
| 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 2025 national averages (NA) - particularly at the higher standard. |
| 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 2025 national averages (NA)- particularly at the higher standard. |
| 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 benefit from a broad, balanced and extended curriculum that provides them with essential knowledge and skills 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 |
|---|---|
| 1 | On entry to school, pupils display limited vocabulary which makes it more challenging for them to access the curriculum. Increasing numbers of pupils impacted by 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. |
| 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. |
| 4 | Disadvantaged pupils are less likely to experience numeracy-related activities at home, such as games, puzzles, or discussions involving numbers, which can make developing fluency, recall and problem-solving skills more challenging |
| 5 | 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 | Poor attendance and punctuality is a factor for a few pupils from disadvantaged backgrounds. Mostly due to extended holidays abroad, it is financially more beneficial to take leave during term time. |
| 6 | 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. |
| 7 | 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). |
| 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, particularly those with neurodiversity. |

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 |
|--|---|
| 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. |
| Improve disadvantaged pupils' oral language, vocabulary and communication skills so they can access learning across the curriculum | Assessments (e.g., speech & language, classroom talk frameworks) show improved vocabulary use and oral communication. Pupils demonstrate greater confidence in speaking and listening activities. The gap with peers narrows. |
| Increase reading fluency, comprehension and inference skills through access to high-quality texts and targeted interventions, with an increase in attainment, with a particular focus on the higher standard | Reading progress measures (e.g. standardised assessment scores, teacher assessments, phonics screening) show disadvantaged pupils making accelerated progress. More pupils achieve age-related expectations in reading |
| Strengthen pupils' spelling, grammar, vocabulary, and writing stamina so that disadvantaged pupils achieve in line with peers, particularly at the higher standard | Writing assessments demonstrate improved outcomes in spelling, grammar and extended writing. Moderation shows more disadvantaged pupils working at or above age-related expectations |
| Improve disadvantaged pupils' fluency and problem-solving in maths by providing opportunities to rehearse number facts and apply them | Internal maths assessments and national test outcomes show accelerated progress in arithmetic and reasoning. Disadvantaged pupils increasingly confident in applying strategies to new problems |
| Close attainment gaps caused by Covid-19 disruption, especially in reading, writing and maths | Regular assessment cycles show disadvantaged pupils making accelerated progress to reduce gaps with peers. End of key stage outcomes demonstrate narrowing of attainment gap |

| | |
|--|--|
| 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"> • 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. |
| 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 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 | Ongoing Evaluation |
|---|--|-------------------------------|--------------------------------|
| <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>Out of which Steplab = £2,500</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> <p>StepLab portal: delivery of evidence-based, world-class professional development. From precise teaching techniques and expert models to actionable insights and real-time coaching, supports teachers to embed evidence-informed practices linked to the school's Blueprint for TLA.</p> | 4 | <p>Current spend: £</p> |

| | | | |
|---|---|---|---|
| <p>Release time for KS1 and KS2 teachers and Learning support Assistants to work with lead 'coaches' 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): 3 x 0.5 day planning sessions per teacher = 1.5 days 3 x 0.5 teaching sessions per teacher = 1.5 days 3 teachers per triad = 3 x 3 days = 9 days release</p> <p>Estimated cost: £20,000</p> | | 4 | <p>Current spend: £5,000</p> |
| <p>Subscription to 'Showbie' digital classroom to provide opportunities for pupils to engage in recall and retrieval activities (Socrative 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: £8,000</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>Current spend: £7,800</p> |

| | | | |
|--|---|---------|-------------------------------------|
| <p>Continued CPD for teachers to improve the effectiveness of pedagogical delivery for foundation subjects including teacher subject knowledge.</p> <p>Engagement in the Lab Schools programme developing quality first teaching through appreciative enquiry and instructional coaching.</p> <p>Estimated cost: £2,000</p> | <p>Hopkins, D. (2016) Building Capacity for School Improvement in Multi-Academy Trusts – from the inside out. SSAT Journal 07, Autumn 2016, pp. 19-29.</p> | 2, 4 | <p>Current spend: £</p> |
| <p>Develop oracy and communication and language, particularly in the early years.</p> <p>Strengthen metacognitive strategies across school.</p> <p>Additional support provided by a dedicated teacher for 15 hours.</p> <p>Estimated cost: £5,000</p> | <p>EEF https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches </p> | 4 | <p>Current spend: £2,000</p> |
| <p>Develop the curriculum to include a dedicated unit on financial economics and artificial intelligence.</p> <p>Develop essential life skills like saving, budgeting, and responsible spending, which foster independence and financial security in adulthood.</p> <p>Estimated cost: £5,000</p> | <p>Gatsby Benchmarks https://academy.careersandenterprise.co.uk/ https://lordslibrary.parliament.uk/financial-education-in-schools/#heading-2 </p> | 6, 7, 9 | <p>Current spend: £</p> |
| <p>Estimated cost of proposed teaching activities:</p> | | £47,000 | £ |

Targeted academic support

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Evaluation |
|--|---|-------------------------------|--|
| <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: 1) <u>extending learning time through targeted before and after school programmes (including additional small group or one to one tuition)</u></p> | 2,4 | |
| <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 Out of which: CGP Resources = £700 Magma Maths = 4300</p> | <p><u>2)small group tuition</u></p> <p>Magma Maths: rigorous problem solving, real time support, analytical tools for bespoke content and development of pupil confidence to develop mathematical understanding.</p> | 4, 9 | <p>Current spend: £4,300</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> (<u>educationendowmentfoundation.org.uk</u>)</p> | 2 | <p>Current spend: £</p> |
| <p>Provide study packs for all pupils for daily study and Friday interventions</p> <p>Estimated cost: £2,000</p> | <p><u>EEF research into the provision of homework.</u></p> | 4,5,6 | <p>CGP's for all year groups irrespective of those attending interventions.</p> <p>Current spend: £</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, to include headphones to support voice feedback and dual coded adapted resources (teacher tutorials and learning essentials).</p> <p>Estimated cost: £7,000</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> | 4, 8 | <p>Current spend: £2,000</p> |

| | | | |
|---|---|----------------------|--|
| <p>Use of Widget software 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>Actual cost: £4,300</p> | <p>EEF's research into vocabulary in action</p> | <p>1, 2, 4</p> | <p>Current spend: £1,000</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: £4,000</p> | <p>Approaches to support self-regulation and executive function</p> | <p>1, 2, 3, 4, 9</p> | <p>Current spend: £1,000</p> |
| <p>Estimated cost of proposed targeted academic support:</p> | | <p>£49,300</p> | <p>£</p> |

Wider strategies

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Evaluation |
|---|---|-------------------------------|------------|
| The provision of an on-site nurture facility to improve | EEF research into improving | 3 | |

| | | | |
|---|--|--------------|-------------------------------------|
| <p>the quality of pupils' social and emotional (SEL) learning.</p> <p>Estimated cost: £4,500</p> | <p><u>Social and Emotional Learning</u></p> <p>Social and emotional learning EEF</p> | | <p>Current spend: £</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>Estimated cost: £3,000</p> | <p>ELSA training x2</p> | <p>3</p> | <p>Current spend: £0</p> |
| <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> | <p>3,5,7</p> | |
| <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>Current spend: £2,000</p> |

| | | | |
|--|---|---------|--|
| 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 | Current spend: £1,000 |
| Estimated cost of proposed wider strategies: | | £26,500 | £ |

| | |
|---|-------------|
| Total estimated cost of proposed PPG strategies: | £122,300.00 |
| Total PPG budget available: | £12,380.00 |
| Amount of PPG proposed to be carried forward to next academic year (2026-27) | £0.00 |

Part B: Review of the previous academic year - Year 2024-25

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: 82% = **Above NA** when compared to the overall NA of 75%
- Writing: 84% = **Above NA** when compared to the overall NA of 72%.
- Maths: 82% = **Above NA** when compared to the overall NA of 74%.
- Reading, writing and maths combined: 82% achieved the expected standard (EXS) = **Above NA** when compared to the NA of 62%.

Achievement of the higher standard (GDS):

- Reading: 18% = **Below NA** when compared to the overall NA of 33%
- Writing: 24% = **Above NA** when compared to overall NA of 13%
- Maths: 18% = **Below NA** with the overall NA of 26%.
- Reading, writing and maths combined: 6% = **Broadly in line** when compared to the NA of 8%.

The strong achievement of our disadvantaged pupils at the expected standard 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 2024/25 was 95.2%, this was in line with the overall NA of 93.1% in 2024-25 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 |
| Welcomm | GL Assessment |
| IDL | Dyslexia and Dyscalculia Software |
| Kaligo | Kaligo App |
| Showbie | Showbie Inc. |
| Steplab | Steplab: Teacher Professional Development |
| Magma Maths | Magma |