

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 School Bolton
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	17.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	November 2022
Date on which it will be reviewed	August 2023
Statement authorised by	Sabina Saeed (Principal)
Pupil premium lead	Sabina Saeed (Principal)
Governor / Trustee lead	Irfan Umerji

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,415
Recovery premium funding allocation this academic year	£11,455
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	£120,870

Part A: Pupil premium strategy plan

Statement of intent

Our strategy 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. The focus of our pupil premium strategy is to improve education outcomes for disadvantaged pupils.

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.

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

18% of disadvantaged pupils are on the SEN register.

68% of disadvantaged pupils have English as an Additional Language.

37% of the whole school cohort live within the top 10% of deprived areas nationally.

71% of the whole school cohort live within the top 30% of deprived areas nationally.

School closures and disruption to teaching and learning due to the pandemic have resulted in disadvantaged children to fall behind further. We currently face the biggest challenges in education recovery.

Our pupil premium funds will enable us to:

- Improve pupil attendance ensuring pupils have the maximum time for learning.
- Ensure there is little to no impact on pupils during a lockdown or isolation period. All pupils have quality teaching resources and equipment to continue learning at home.
- Support pupils' social and emotional development and give pupils' an opportunity to develop specific talents.
- Increase confidence, healthy lifestyle choices, self-esteem and resilience amongst pupils.
- Raise aspirations for all pupils and provide cultural experiences for all pupils.
- Narrow the gaps in attainment of pupils through the identification of any barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	68% of disadvantaged pupils have English as an Additional Language
2	18% of disadvantaged pupils are on the SEN register
3	37% of the whole school cohort live within the top 10% of deprived areas nationally. 71% of pupils live in areas which are within the bottom 30% nationally for deprivation. Specific issues include low parental incomes, overcrowded households, poor health, including mental health.
4	The missed learning during COVID-10 has impacted reading and writing.
5	Pupils have lost significant learning time due to COVID-19.
6	The social, emotional and financial impact on disadvantaged families has been further impacted 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.

Intended outcome	Success criteria
Improve reading, writing and speaking skills. Enable disadvantaged pupils to 'close the gap' in their attainment in English and Maths	Reduce gaps between Pupil Premium pupils and non-Pupil Premium pupils' attainment in English and Mathematics.
To maximise the opportunities for disadvantaged pupils to have a wide and varied diet or cultural opportunities as part of their school life.	All Pupil Premium pupils to attend enrichment and school trips. The school to subsidise Residential Trips for Pupil Premium pupils to ensure they have the opportunity and financial means to attend. All Pupil Premium pupils to receive breakfast at school
Using the Pupil Premium Funds, the school aims to ensure that all disadvantaged pupils meet the standard expected of them according to their age. Where disadvantaged pupils join the school and are already on track to meet	100% of Pupil Premium pupils to attain at least expected standards in Reading, Writing and Mathematics.

the expected standard, we aim to provide support so that they exceed expectations.	
To reduce the impact of the Pandemic on pupil's mental health and wellbeing.	Qualitative data from pupil voice, parent feedback and teacher observations
To improve the attendance for out disadvantaged pupils ensuring maximum learning time.	Reduce the attendance gap between disadvantaged pupils and their non-disadvantaged peers.

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: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment – additional staff recruited and retained to support with teaching and targeted support.	<p>Quality first teaching impacts all children.</p> <p>There is a focus on excellent teaching ensuring all pupils reach their potential – this is incorporated with pre-teach sessions and follow up intervention sessions to reduce the gap between pupil premium pupils and their peers.</p>	1,2,3,4,5,6
To reduce absence so all pupils have the opportunity to learn	Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism	4,5
Ongoing staff CPD	<p>Spending on improving teaching including professional development to ensure a high quality 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.</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>To ensure staff are trained with the knowledge to support pupils with mental health, online safety and counselling. As a result of Covid, more pupils are requiring support.</p>	1,2,3,4,5,6
Additional catch-up sessions throughout the holidays	Impact on progress and attainment of identified focused children, working in small group with quality first teaching.	1,2,3,4,5,6

	Small group tuition EEF (educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention	Pre-teaching and same day interventions for PP pupils and other pupils at risk of under-attaining, ensure that gaps are narrowed. Targeted interventions, in small focus groups with quality first teaching enables pupils to 'catch-up' to expected standards or be challenged to achieve greater depth. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 3
Purchase high quality resources.	Opportunities for all pupils to participate in home online activities with a direct impact on raising attainments in Reading, Writing and Maths. To increase our educational subscriptions ensuring pupils have access to a wide range of resources.	1, 2, 5, 6
Sports Clubs	To run after school clubs including sports. Sports participation is critical in supporting attainment across the curriculum. Raising confidence in sports can develop risk-taking, resilience, perseverance, and teamwork skills, supporting engagement in all aspects of learning.	3,6
Reading groups	To ensure that all pupil premium pupils have access to daily reading with an adult. To further develop skills and understanding in reading and to develop a love of reading. Reading is the key skill to unlocking attainment across the curriculum	1,2,3,4,5,6

Professional Services	Professional Services bought in e.g Education Psychologist, Counsellor, Speech & Language Therapist. Action plans from specialists, with recommendations for provision, strategies, support for individuals, ensure that class teachers can implement necessary adaptations to ensure that identified pupils have every opportunity to make expected progress in reading, Writing and Maths.	1,2,3,4,5,6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips	To maximise the opportunities for disadvantaged pupils to have wide and varied cultural opportunities as part of their school life. To increase self esteem and inclusion. DfE guidance recognises that school trips and outdoor learning improves children's educational development, health and well-being.	3,4,6
Uniform grants	To issue all pupil premium children with a uniform grant. With the financial support parents can ensure pupils attend school in the correct uniform giving all a sense of inclusion. Research shows that wearing a school uniform enables a school to build a school ethos and improve behaviour.	3,4,6
Termly reward trips and wellbeing days	Reward trips linked attendance is shown to increase the enthusiasm, behaviour and attendance of pupils.	3,4,5,6
Free breakfast is provided for all pupils	There is much evidence to state that eating breakfast contributes to increased concentration, improved wellbeing, and behaviour.	3,4,6

Daily monitoring of attendance	Maximising the learning can only be achieved when pupils are in school.	4,5,6
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Total budgeted cost: £115,000

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 2020 to 2021 academic year.

The following table shows the results for the academic year 2018/19, the national averages for 2018/19 and the corresponding assessment results for 2021/22.

	Pupils eligible for PP (2018/19) (National)	Pupils not eligible for PP (2018/19) (National)	Pupils eligible for PP (2021/22 - Statutory Assessments) (National)	Pupils not eligible for PP (2021/22 - Statutory Assessments) (National)
Percentage of Pupils achieving a Good Level of Development at the end of EYFS	100% (57%)	91% (74%)	50% (76%)	88% (87%)
Percentage of Pupils passing the Phonics Screening Check at the end of Year 1	100% (71%)	98% (84%)	100% (63%)	98% (79%)
Percentage of pupils achieving expected standard or above in Reading, Writing and Maths at the end of KS1	71% (50%)	87% (69%)	90%	68%

Attainment in Reading	79%	91%	84%	90%
Attainment in Writing	79%	89%	90%	70%
Attainment in Maths	79%	93%	84%	90%
Percentage of pupils achieving expected standard or above in Reading, Writing and Maths at the end of KS2	No Y6 Cohort		85%	91%
Attainment in Reading			92%	96%
Attainment in Writing			85%	94%
Attainment in Maths			85%	94%

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 Programme for Assessment	
NELI	
Read, Write, Inc	

