

Pupil premium strategy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

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 2023 |
| Date on which it will be reviewed | February 2024 |
| Statement authorised by | Sabina Saeed (Principal) |
| Pupil premium lead | Sabina Saeed (Principal) |
| Governor / Trustee lead | Irfan Umarji |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £110,580 |
| Recovery premium funding allocation this academic year | £11,020 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £121,600 |

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 the curriculum. 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 following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Gap in attainment in Reading and Writing between disadvantaged and non-disadvantaged pupils: |

| | |
|---|--|
| | 78% of disadvantaged pupils have English as an Additional Language |
| 2 | Significant difference in the pupils attaining HS in Writing: 21% of disadvantaged pupils are on the SEND register |
| 3 | 70% of pupils live within the top 30% of deprived areas nationally (IDACI). 78% of pupils live in areas which are within the top 30% nationally for deprivation.(IMD) In each year group, over 50% of pupils live within top 10% of deprived areas nationally (IDACI) Specific issues include low parental incomes, overcrowded households, poor health, including mental health. |
| 4 | Persistent absence of disadvantaged pupils |
| 5 | The opportunities to experience and build cultural capital for our disadvantaged pupils, outside of school is limited. |
| 6 | The social, emotional and financial impact on disadvantaged families has been further impacted due to long term impact of 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 | 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 the expected standard, we aim to provide support so that they exceed expectations. |
| 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 |
| Reduce gaps between Pupil Premium pupils and non-Pupil Premium pupils' attainment in English and Mathematics. | 100% of Pupil Premium pupils to attain at least expected standards in Reading, Writing and Mathematics |
| To improve pupil's mental health and wellbeing, developing a strong love for school | Qualitative data from pupil voice, parent feedback and teacher observations |

| | |
|--|---|
| To improve the attendance for our 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. | Quality first teaching impacts all children. 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 | 1,2,3,6 |
| 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 | 4,6 |
| Ongoing staff CPD | 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. To ensure staff are trained with the knowledge to support pupils with mental health, online safety and counselling. As a result of long term impact of Covid, more pupils are requiring support for complex needs. | 1,2,3,5,6 |
| 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 |

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 | <p>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.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> | 1,2 |
| Purchase high quality resources. | <p>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.</p> | 3,5,6 |
| Sports Clubs | <p>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.</p> | 4,5,6 |
| Reading groups | <p>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</p> | 1,3 |
| Professional Services | <p>Professional Services bought in e.g Education Psychologist, Counsellor, Speech & Language Therapist.</p> <p>Action plans from specialists, with recommendations for provision, strategies, support for individuals, ensure that class teachers can</p> | 3,6 |

| | | |
|--|--|--|
| | implement necessary adaptations to ensure that identified pupils have every opportunity to make expected progress in Reading, Writing and Maths. | |
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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 improve children's educational development, health and wellbeing | 4,5,6 |
| 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. | 3,6 |
| Termly reward trips and wellbeing days | Reward trips linked attendance is shown to increase the enthusiasm, behaviour and attendance of pupils. | 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 | 4,6 |
| Daily monitoring of attendance | Maximising the learning can only be achieved when pupils are in school. | 4 |

Total budgeted cost: £ 125,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| | 2023 National Average for non-disadvantaged pupils | 2023 school achievement of non-disadvantaged pupils | Gap between achievement of disadvantaged pupils in school and National Average for non-disadvantaged pupils |
|--------------|---|--|--|
| RWM EXS+ | 66% | 97% | 31% |
| RWM HS | 10% | 36% | 26% |
| Reading EXS+ | 78% | 97% | 19% |
| Reading HS | 34% | 69% | 35% |
| Writing EXS+ | 77% | 97% | 20% |
| Writing HS | 16% | 41% | 25% |
| Maths EXS+ | 79% | 97% | 18% |
| Maths HS | 29% | 67% | 38% |
| | 2023 National Average for disadvantaged pupils | 2023 school achievement of disadvantaged pupils | Gap between achievement of disadvantaged pupils in school and National Average for disadvantaged pupils |
| RWM EXS+ | 44% | 81% | 37% |
| RWM HS | 3% | 14% | 11% |
| Reading EXS+ | 60% | 90% | 30% |
| Reading HS | 17% | 52% | 35% |
| Writing EXS+ | 58% | 81% | 23% |
| Writing HS | 7% | 14% | 7% |
| Maths EXS+ | 59% | 90% | 31% |
| Maths HS | 13% | 43% | 30% |

| KS1 End of Year Outcomes | | | |
|---------------------------------|---|--|--|
| | 2023 National Average for non-disadvantaged pupils | 2023 school achievement of non-disadvantaged pupils | Gap between achievement of disadvantaged pupils in school and NA for non-disadvantaged pupils |
| Reading EXS+ | 73% | 88% | 15% |
| Reading HS | 22% | 20% | -2% |
| Writing EXS+ | 65% | 84% | 19% |
| Writing HS | 10% | 10% | 0% |
| Maths EXS+ | 75% | 88% | 13% |
| Maths HS | 19% | 18% | -1% |
| | 2023 National Average for Disadvantaged | 2023 school achievement of disadvantaged pupils | Gap between achievement of disadvantaged pupils in school and NA for disadvantaged pupils |

| | | | |
|--------------|-----|-----|-----|
| Reading EXS+ | 54% | 78% | 24% |
| Reading HS | 9% | 11% | 2% |
| Writing EXS+ | 44% | 67% | 23% |
| Writing HS | 3% | 11% | 8% |
| Maths EXS+ | 56% | 89% | 45% |
| Maths HS | 8% | 11% | 3% |

| EYFS End of Year Outcomes | | | |
|---------------------------|--|---|---|
| | 2023 National Average for non-disadvantaged pupils | 2023 school achievement of non-disadvantaged pupils | Gap between achievement of disadvantaged pupils in school and NA for non-disadvantaged pupils |
| Achieved GLD | 72% | 76% | 4% |
| | 2023 National Average for disadvantaged pupils | 2023 school achievement of disadvantaged pupils | Gap between achievement of disadvantaged pupils in school and NA for disadvantaged pupils |
| Achieved GLD | 52% | 67% | 15% |

The data demonstrates that the school has made progress in:

- improving the percentage of disadvantaged pupils who have attained EXS+ in RWM
- improving the percentage of disadvantaged pupils who have attained HS in RWM
- closing the gap in attainment of between both groups in Reading and Maths
- consistently increasing the achievement of disadvantaged pupils so that it exceeds the National Average

Aspects of our Pupil Premium Strategy that have been most effective at improving outcomes for disadvantaged pupils are:

- Targeted interventions both before school, after school and during holidays
- Regular analysis of gaps in learning and same day interventions
- A wide variety of enrichment opportunities carefully planned into the calendar year to inspire learners and build their cultural capital

Based on all the information above, the performance of our disadvantaged pupils exceeded national expectations. We are at present on course to achieve the outcomes we set out to achieve over the next three years, as stated in the Intended Outcomes section above.

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 |
|-----------|----------|
|-----------|----------|

| | |
|---------------------------------------|-------------------------------|
| Read, Write, Inc | OUP |
| Rising Stars Programme for Assessment | |
| Language Angels | Nubridge Publishing |
| Twinkl | Twinkl Educational Publishing |
| Maths Circle | Maths Circle Ltd |
| Espresso | Discovery Education |

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Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- ensuring parents understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- In-school strategies include regular briefings, curriculum guidance events for parents and pupils, performance review meetings for target pupils, revision/homework booklets and use of virtual learning platforms to support learning beyond the school day.
- utilising support from our local [Mental Health Support Team](#) and mentoring of learners with emotional and behavioural needs will support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g. Sports Clubs, Wellbeing Clubs, Drama Clubs, Computing Clubs, Sewing Clubs, Skipping Clubs) will include focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.