

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Olive Hill Primary Academy
Number of pupils in school	467
Proportion (%) of pupil premium eligible pupils	27%*
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed year one	September 2022
Date on which it will be reviewed year two	September 2023
Date on which it will be reviewed year three	September 2024
Statement authorised by	Hannah Grasby, Headteacher
Pupil premium lead	Beth Homer, Assistant Headteacher Megan Walters, Deputy Headteacher
Governor / Trustee lead	Victoria Jackson, lead for disadvantaged children

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,870
Recovery premium funding allocation this academic year	£16,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£182,220

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

*Our core value is the belief that we are here for each and every child. We believe that fairness is giving every child what they need to be **happy** children, **confident** individuals, **responsible** citizens and **successful** learners.*

In delivering our core value, we demonstrate a commitment to excellence and continuous growth through developing leadership in every role, trust and transparency.

At Olive Hill we deliver a broad and balanced curriculum that incorporates:

- *Character development.*
- *Academic achievement.*
- *Oracy.*

We are rigorous, robust and relentless in our pursuit of excellence through having the highest expectations of the children and ourselves. We act with integrity and compassion at all times. It is the strength of our relationships that allow us to deliver a high-quality education to all.

We believe in learning without limits.

It is our moral purpose to provide every child at Olive Hill Primary Academy with a high-quality education. It is our intention for all children to make good progress across all areas of the curriculum. Our school is one that it is inclusive to all and we celebrate the diversity of the community that we serve.

The focus of our pupil premium strategy is to ensure the happiness of our disadvantaged children and to support them to achieve well in all aspects of school life, including academically. Our strategy is intended to support the needs of all our vulnerable children whilst sustaining and improving the achievement of their non-disadvantaged peers also.

High quality teaching in a nurturing environment is at the heart of our approach. All our children have the right to feel safe and secure in an environment that prioritises their emotional wellbeing alongside their academic achievement. We believe in equality of provision and equity of need. High quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school.

Challenges

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

Challenge number	Detail of challenge
1	Research suggests that children entitled to the PPG are less likely to do as well as their non-disadvantaged peers in education. The quality of teaching and learning delivered in the classroom is imperative to narrowing the gap in attainment.
2	Impact of the Covid19 pandemic on the learning of disadvantaged children. This has resulted in slower rates of progress than would have been projected, especially in writing.
3	The behaviour of children who are entitled to the PPG who find the social and emotional aspects of learning a challenge at times impacts negatively on their progress in learning.
4	The attendance of disadvantaged pupils is improving, but the improvement must continue and then be sustained. It is imperative that our children are in school to make good progress in all aspects of school life.
5	The difference between the access of disadvantaged children and other children to a wide range of sporting and musical opportunities.
6	Studies have strongly indicated that closing the vocabulary gap should be a key priority for disadvantaged students.
7	The difference between the access of disadvantaged children and their non-disadvantaged peers to life experiences, this is further exacerbated by the cost-of-living crisis.
8	Access to services to support the development of speech, language and communication are limited. This is impacting on the progress children make in school.

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
High quality professional learning for teachers and teaching assistants that improves delivery in the classroom.	External and internal professional learning opportunities impact directly on the outcomes for children. This would be evidenced through the delivery and the outcomes. This is to include a wide range of professional learning opportunities across the curriculum.
High quality interventions support those children who are disadvantaged to make progress in the core subjects of reading, writing and maths.	Through thorough analysis we are able to identify disadvantaged children who are at risk of falling behind or not meeting age-related expectations in reading, writing and

	<p>maths. This will include disadvantaged children who are high prior/current attainers. Robust actions will be put in place to intervene where necessary and appropriate to support the learner to achieve. This will be supported by additional funding from the government and subsidised through the use of the PPG.</p>
<p>Disadvantaged children are provided with support to encourage them to overcome their difficulties with the social and emotional aspects of learning.</p>	<p>External agencies and internal staff are well placed to support children. Support in place is both proactive in supporting them to develop a range of strategies when faced with difficulties and reactive when difficult situations occur. Well-targeted nurture support and behaviour strategies ensure that learning time is maximised.</p>
<p>The attendance gap between disadvantage children and their non-disadvantaged peers is narrowed.</p>	<p>Attendance lead is focused on the attendance of disadvantaged children. Attendance is monitored daily and non-attendance is challenged. Over time, where attendance becomes a concern, procedures are followed that result in the child attending more regularly. Persistent absenteeism is addressed directly with the parent/carer.</p>
<p>Disadvantaged children have access to a range of sporting and musical opportunities.</p>	<p>Dudley Performing Arts SLA in place deliver music tuition in key stage two. A YourSports coach is employed at lunchtimes to deliver high quality sporting opportunities during the lunch hour. School minibus is available to support transportation to and from sporting events without additional costs for participants.</p>
<p>Disadvantaged children are supported to expand their repertoire of vocabulary.</p>	<p>Disadvantaged children have access to high quality texts that support the development of vocabulary. Texts are readily available in classrooms, libraries, and areas across the school. A subscription to Bug Club supports children to read at home and engages reluctant readers.</p>
<p>Disadvantaged children have access to a range of life enhancing experiences.</p>	<p>All children continue to have access to a range of trips, experiences and visitors and the PPG is used successfully to support the funding of trips, experiences, and visitors, reducing the voluntary contributions from parents.</p>
<p>Disadvantaged children have access to skilled professionals to support them with their speech, language and communication development.</p>	<p>Children are appropriately screened for speech, language, and communication difficulties, extending beyond EYFS where possible.</p>

	<p>Children with speech, language and communication difficulties are supported well to make progress through a mixture of outside professionals and in-school support. Teaching assistants are able to access high quality professional learning to support the development of speech, language and communication with individual and groups of children.</p>
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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: £52,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting children to know more and remember more through implementing effective strategies for adaptive teaching (£900)		1,2,6
High quality teaching and learning in history, PSHE and RE (£2,600)	.	1
Continue the introduction of the phonics scheme Sounds~Write for KS2 staff, and train staff who are eligible for the KS2 specific module (£4000)	EEF: Phonics	1,2,6
Employment of one additional members of teaching staff to release the AHTs from a classroom commitment for 2.5 days each. AHTs to then be used to deliver CPD across the school/cover for others. (Cost of activity met through PPG £45,000)	EEF: Collaborative learning approaches	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 49,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for individuals/small groups of children who are working towards ARE in	EEF: Individualised Instruction EEF: One to One Tuition EEF: Small Group Tuition	2

<p>reading, writing and maths.</p> <p>Thorough analysis of assessment information identifies those children who are not currently attaining ARE. Three HLTAs will be used to lead the intervention across school.</p>	EEF: Teaching Assistant Interventions	
<p>Targeted support for individuals/small groups of children where there is a recognised speech, language, and communication difficulty. Where there is a more severe need, outside professionals will be considered as an appropriate addition to in-school support.</p> <p>An appropriate screening tool will be used to identify children who need to be targeted alongside other known understanding of the child's needs.</p>		8

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £79,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of an attendance lead (£24,000)	DfE Improving School Attendance Advice	4
Employment of a family support worker. (£19,000)		4,3
Employment of a HLTA for nurture. (£12,470 met through PPG)	EEF: Mentoring EEF: Social and Emotional Learning	3
Phase Trust counselling services. (£4000)	EEF: Mentoring EEF: Social and Emotional Learning	3

Behaviour Support Consultant. (£1500)	EEF: Behaviour Interventions	3
DPA SLA (£4000)	EEF: Arts Participation	5
YourSports Coach (met through Sports Premium)	EEF: Physical Activity	5
Minibus provision (met through reserves)		5
Provision of high-quality texts across the school environment (£2000)		6
Funding for each group towards the cost of trips, experiences and visitors into school (£8000)		7

Total budgeted cost: £ 182,220

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 2022 to 2023 academic year.

Highlights from the 2021/22 strategy include:

High quality professional learning for teachers and teaching assistants that improves delivery in the classroom:

- CPD provided in geography and computing. Subject coordinators had separate meetings to review the whole school curriculum offer. As a result of the training in each subject, the curriculum offer has improved and teacher confidence. Outcomes for children have improved. The approach taken of one subject each term has been successful and not overwhelmed staff by creating additional workload, we plan to use this format for subject-specific development of other subjects in future years.
- An increasing number of staff trained in the delivery of Sounds-Write (including all SLT members). This is an intensive 4-day course for each member of staff. As a result, Sounds-Write is now the only approach to the teaching of phonics across these phases. OFSTED recognised the journey that the school had been on, and the impact it was having in the classroom. Outcomes in phonics have improved, and we were above national for the academic year 2022/23.
- Each phase has the capacity for professional learning time on a weekly basis. Phase leaders can use this time for identified professional learning time within their phase. This has included peer observations and discussions around meeting the needs of all children.

High quality interventions support those children who are disadvantaged to make progress in the core subjects of reading, writing and maths:

- Reading and maths outcomes have been maintained.
- The focus on children who are working towards age-related expectations has driven attainment and progress for this group of children. As a result, we wish to continue this format for the next academic year.

Disadvantaged children are provided with support to encourage them to overcome their difficulties with the social and emotional aspects of learning:

- Phase Trust continues to support the emotional development of our KS2 children, and has been effective in supporting children to regulate their behaviour.

- The employment of a family support worker continues to enable us to deliver high-quality level 2 early help support.

The attendance gap between disadvantage children and their non-disadvantaged peers is narrowed:

- Our attendance was slightly above the national average, but we recognise we still have more work to do.

Disadvantaged children have access to a range of sporting and musical opportunities:

- Following the purchase of a class set of ukuleles, this was implemented into the curriculum for years four and five. We will need to continue to embed this.
- There has been more opportunity for the children to access sporting events outside of Olive Hill. The Sports Coach, along with the PE coordinator, lead these events together and prepare the children beforehand.

Disadvantaged children are supported to expand their repertoire of vocabulary:

- A wide variety of books are available across the school environment that give children additional access to high quality texts outside of the traditional classroom and library environments. The books have particularly focused on the diversity of our school community and ensuring that our children can see themselves in the books they read. We continue to ensure that our books remain relevant.
- Children continue to be provided with free-writing books to encourage them to write for pleasure. This gives them an opportunity to apply their vocabulary.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)