

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 in order to close the gaps in attainment and progress of disadvantaged pupils and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Olive School Birmingham
Number of pupils in school	630
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Rifat Batool
Pupil premium lead	Rifat Batool
Governor / Trustee lead	Nuzhat Bashir

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£290,850
Recovery premium funding allocation this academic year	£30,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to improve the academic achievement all pupils, irrespective of their background or the challenges they face. The intent for the pupil premium strategy plan is to ensure that disadvantaged pupils make good progress and reach at least the expected standard in Reading, Writing and Maths. Our intent is to make sure that disadvantaged pupils are supported to meet this target.

Using the Pupil Premium, the school aims to:

- Reduce the gap in the achievement of eligible pupils and their peers.
- Maximise the % of pupils from disadvantaged backgrounds who achieve the Phonics Screening check
- Maximise the % of pupils from disadvantaged backgrounds who achieve expected standard and above at the end of KS1 in Reading, Writing and Maths
- Maximise the % of pupils from disadvantaged backgrounds who pass the Year 4 Multiplication check
- Maximise the % of pupils from disadvantaged backgrounds who achieve KS2 expected standard in Reading, Writing and Maths
- To give disadvantaged pupils an enriching, exciting curriculum offer with opportunities to increase cultural capital as part of their school life (instrumental lessons, swimming, after school clubs, educational visits, school uniform and breakfast provision)
- Have access to an iPad or laptop to complete school set tasks.

To close gaps in attainment and progress of disadvantaged pupils in reading, writing and maths by providing:

- Quality first teaching and learning.
- Accurately pitched focused small group intervention, delivered by teaching staff that accelerates pupil progress.
- Smaller class sizes, through additional teachers in core subjects
- Access to high quality resources including online subscriptions to facilitate and supplement the provision at school.
- Additional support in lessons, through the deployment of learning coaches
- Provide additional resources, particularly in English and mathematics, to ensure that eligible pupils have targeted support aimed at improving their achievement.

Challenges

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

Challenge number	Detail of challenge
1	Regression caused by the pandemic and disruption to face to face teaching
2	Limited life experiences (cultural capital) at home
3	Staffing and pupil attendance issues related to COVID
4	Baseline data indicates that disadvantaged pupils have lower levels of oracy and communication skills and will require specific intervention to catch up.
5	Writing data indicates that in comparison to their peers disadvantaged pupils attainment is lower and will require further support.
6	Disadvantaged pupils will be more likely not to achieve the combined standard in Reading, Writing and Maths due to some disadvantaged pupils being below the standard in one particular subject.
7	Additional support and intervention are required in phonics and early reading as assessment data indicates that early reading development is a focus for disadvantaged pupils.

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 reduce the gap in the achievement of eligible pupils and their peers	By the end of Key Stage 2 there will be no gap between disadvantaged pupils and their peers
Maximise the % of pupils from disadvantaged backgrounds who achieve the Phonics Screening check	A progressively improving picture of outcomes for disadvantaged pupils in their phonics, through additional adult support, closing the gap between disadvantaged pupils and their peers in this area.
Maximise the % of pupils from disadvantaged backgrounds who achieve expected standard and above at the end of KS1 in Reading, Writing and Maths	The % of pupils achieving the expected standard and above in Reading, Writing and Maths will increase. The attainment gap between pupils in receipt of Pupil Premium and others will close and the difference to National standards will diminish.
Maximise the % of pupils from disadvantaged backgrounds who achieve expected standard and above at the end of KS1 in Reading, Writing and Maths	The % of pupils achieving the expected standard and above in Reading, Writing and Maths will increase. The attainment gap between pupils in receipt of Pupil Premium

	and others will close and the difference to National standards will diminish.
Disadvantaged pupils have full access to an enriching, exciting curriculum offer with opportunities to increase cultural capital as part of their school life.	Pupil Premium pupils to have full access to enrichment, school trips, instrumental lessons, swimming, after school clubs, educational visits, and breakfast club.

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: £280,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing training, coaching and CPD for teachers to make sure that all disadvantaged pupils are able to access 'Quality First Teaching' in every teaching group by providing a tailored staff training programme. (Primary Curriculum Masterclasses delivered by experts within each subject, Instructional Coaching, Early Career Teacher Programme)	Spending on improving teaching including professional development to ensure an effective 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. EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,3,4,5,6,
Recruit additional teachers in order to free existing teachers to support with targeted interventions.	Targeted and precise intervention focused on specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: One to one tuition EEF (educationendowmentfoundation.org.uk)	1,3,4,5,6,7

	Small group tuition EEF (educationendowmentfoundation.org.uk)	
Daily targeted intervention by teachers linked to classroom teaching and the curriculum.	Targeted and precise intervention focused on specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	1,3,4,5,6,7
Additional Learning Coaches to provide support and daily intervention with the core subjects of Reading, Writing and Maths	Targeted and precise intervention focused on specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	1,3,4,5,6,7
Purchase of high-quality resources to support with teaching (STAR Readers, Library books, Oxford Reading Buddy, Oxford home reading scheme, Times Tables Rockstars, Mathletics, CPG study books, Century)	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1,2,3,5,6,

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention for core subjects (Reading/Writing/Maths)	Tuition in the form of 1:1 or towards a targeted group is an effective method to	1,3,4,5,6,7

	support children who are failing to meet the required standard. Small group tuition EEF (educationendowmentfoundation.org.uk)	
Disadvantaged children in the Early years and Ks1 are to receive Wellcomm intervention.	Evidence suggest that oral language interventions have an immediate impact on children's participation in classroom discussion. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,4

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

Budgeted cost: £20,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils have access to educational trips to enrich their cultural capital.	DfE guidance recognises the significant benefits of school trips on pupils' educational development, health and wellbeing. DfE guidance finally gives all school trips the green light! - Voyager School Travel	1,2,4
Monitoring and addressing of absence. Reduce absence so that all pupils have the opportunity to learn. Deployment of administrative staff and a SLT member to support families to improve attendance and eradicate persistent absenteeism.	The Department for Education's guidance on improving school attendance provides useful advice on this issue. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	3
Provide enrichment clubs to support pupils' social and emotional development and give pupils an opportunity to	There is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond. Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	1,2,4

develop specific talents.		
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Total budgeted cost: £ 263,118

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.

The following table shows the results for the academic year 2022/23 alongside the national averages for 2022/23.

	Pupils eligible for PP (2022/23)	Pupils not eligible for PP	National Average 2022-23
% Of pupils achieving a 'Good Level of Development' at the end of EYFS.	86%	90%	65%
% Of pupils passing the Phonics Screening check at the end of Year 1	92%	100%	75%
% Achieving expected standard or above in Reading, Writing & Maths (Key Stage 1)	73%	75%	N/A
Attainment – Reading	81%	86%	67%
Attainment –Writing	81%	81%	58%
Attainment – Maths	81%	83%	68%
% Achieving expected standard or above in Reading, Writing & Maths (Key Stage 2)	82%	82%	59%
Attainment – Reading	89%	83%	73%
Attainment –Writing	96%	92%	71%
Attainment – Maths	86%	95%	73%

During 2021/22 and 2022/23 the school carried out internal assessments as well as external assessments, using standardised teacher administered tests and ongoing teacher assessment to measure, evaluate, monitor the progress and attainment the pupils made last year.

The gap in the achievement of eligible pupils and their peers has reduced and by the end of Key Stage 2 (2023) and in most instances disadvantaged pupils across all core subjects have outperformed their peers.

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