

Pupil premium strategy statement

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 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)	2022-2023 2023-2024 2024-2025
Date this statement was published	February 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Rifat Batool
Pupil premium lead	Rifat Batool
Governor / Trustee lead	Mustafa Mohammed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 287,951
Recovery premium funding allocation this academic year	£ 28,565
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>	£ 316,516

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	Limited communication and language skills resulting in attainment gap in reading, writing, grammar and maths.

2	Pupils coming from homes that are unable to support a positive reading culture and that do not have easy access to quality books and reading environments.
3	Less opportunities for pupils to practice skills at home due to lack of parental confidence or understanding.
4	Tyseley is a deprived area where unemployment is high and aspirations can be low
5	Limited life experiences (cultural capital) at home
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.

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: £ 266,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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)</p>	<p>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.</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1,2,3,4,5,6</p>
<p>Recruit additional teacher in order to support quality first with targeted interventions.</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3,4,6,</p>
<p>Daily targeted intervention by teachers linked to classroom teaching and the curriculum.</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,5,6</p>
<p>Additional Learning Coaches to provide support and daily intervention with the core subjects of Reading, Writing and Maths</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,5,6,</p>

	Small group tuition EEF (educationendowmentfoundation.org.uk)	
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: £ 30,500

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 support children who are failing to meet the required standard. Small group tuition EEF (educationendowmentfoundation.org.uk)	1,3,4,6,
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, 4

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

Budgeted cost: £ 20,000

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	4, 5
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)	3,5
Provide enrichment clubs to support pupils' social and emotional development and give pupils an opportunity to develop specific talents.	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)	1,3,4,5

Total budgeted cost: £ 263,118

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	2023 National Average for non-disadvantaged pupils	2023 school achievement of disadvantaged pupils	Gap between achievement of disadvantaged pupils in school and National Average for non-disadvantaged pupils
RWM EXS+	66%	82%	+ 16%
RWM HS	10%	7%	- 3%
Reading EXS+	78%	89%	+ 11%
Reading HS	34%	29%	- 5%
Writing EXS+	77%	96%	+19%
Writing HS	16%	14%	- 2%
Maths EXS+	79%	86%	+ 7%
Maths HS	29%	32%	+ 3%
	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%	82%	+ 38%
RWM HS	3%	7%	+ 4%
Reading EXS+	60%	89%	+ 29%
Reading HS	17%	29%	+ 12%
Writing EXS+	58%	96%	+ 38%
Writing HS	7%	14%	+ 7%
Maths EXS+	59%	86%	+ 27%
Maths HS	13%	32%	+ 19%

KS1 End of Year Outcomes			
	2023 National Average for non-disadvantaged pupils	2023 school achievement of disadvantaged pupils	Gap between achievement of disadvantaged pupils in school and NA for non-disadvantaged pupils
Reading EXS+	73%	81%	+ 8%
Reading HS	22%	19%	- 3%
Writing EXS+	65%	81%	16%
Writing HS	10%	15%	+ 5%
Maths EXS+	75%	81%	+ 6%
Maths HS	19%	15%	- 4%

	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%	81%	+ 27%
Reading HS	9%	19%	+ 10%
Writing EXS+	44%	81%	+ 37%
Writing HS	3%	15%	+ 12%
Maths EXS+	56%	81%	+ 25%
Maths HS	8%	15%	+ 7%

EYFS End of Year Outcomes			
	2023 National Average for non-disadvantaged pupils	2023 school achievement of disadvantaged pupils	Gap between achievement of disadvantaged pupils in school and NA for non-disadvantaged pupils
Achieved GLD	72%	86%	+ 14%
	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%	86%	+ 34%

The data demonstrates that the school has made progress in:

- Meeting our intention to improve the academic achievement all pupils, irrespective of their background or the challenges they face.
- Disadvantaged pupils make at least good progress and most reach at least the expected standard in Reading, Writing and Maths.
- KS2 Reading, Writing, Maths and Combined EXS+ for disadvantaged and non-disadvantaged pupils
- By end of KS2 the difference between disadvantaged pupils and their peers has been closed and outcomes are broadly similar with disadvantaged pupils achieving as well or better in core subjects.
- EYFS GLD achievement for disadvantaged pupils

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

- Targeted intervention for core subjects (Reading/Writing/Maths)
- Barriers including cultural capital are addressed by funding for additional intervention/adult support, educational visits, additional home reading/learning materials, subscriptions to online learning platforms and laptops provided.
- 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)

- Recruitment of additional teacher to deliver quality first with targeted interventions.
- Social, emotional and economical support provided to pupils and families, through mentoring/pastoral support, Early Help and attendance support.

Based on all the information above, the performance of our disadvantaged pupils exceeded 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

Further information

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, Eco-club, local charity work, STEM based clubs) will include focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.