

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	The Olive School, Blackburn
Number of pupils in school	638
Proportion (%) of pupil premium eligible pupils	6.4%
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	August 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Smeena Riaz (Principal)
Pupil premium lead	Smeena Riaz (Principal)
Governor / Trustee lead	Ismail Adam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,130
Recovery premium funding allocation this academic year	£3,190
Pupil premium funding carried forward from previous years.	£0
Total budget for this academic year	£45,320

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	Baseline data indicates that disadvantaged pupils have lower levels of oracy and communication skills and will require specific intervention to catch up.
2	Additional support and intervention is required in phonics and early reading as assessment data indicates that early reading development will be delayed.
3	Internal assessments indicate that attainment in Reading amongst some of our disadvantaged pupils is below that of their peers.
4	Writing data indicates that in comparison to their peers disadvantaged pupils attainment is lower and will require further support.
5	Internal assessments indicate that attainment in Maths amongst some of our disadvantaged pupils is below that of their peers.
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	Our Pastoral records show some of our disadvantaged pupils will require additional support for (anxiety, self-esteem, behaviour management) and will require further support from school.
8	Disadvantaged pupils have missed out on interaction with friends and enrichment opportunities during school closure and self-isolation.
9	Our attendance data indicates that attendance among disadvantaged pupils has been lower than those of non-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
Improved levels of oracy and communication skills amongst the disadvantaged pupils.	Assessments and observation indicate that there is a significant improvement in communication skills. This will be evidenced by Wellcomm data, EYFS GLD, participation in lessons, class teacher feedback and on-going formative assessment.
Improved Phonics and early reading fluency amongst disadvantaged pupils.	100% of disadvantaged pupils pass the phonics screening check in Year 2 (Autumn 2) and in Year 1 (June 2024).
Maximise the % of disadvantaged pupils achieving the Reading expected/greater depth standard.	KS1/KS2 Reading outcomes in 2023/24 show that disadvantaged pupils meet the expected standard.
Maximise the % of disadvantaged pupils achieving the Writing expected/greater depth standard.	KS1/KS2 Writing outcomes in 2023/24 show that disadvantaged pupils meet the expected standard.
Maximise the % of disadvantaged pupils achieving the Maths expected/greater depth standard	KS1/KS2 Maths outcomes in 2023/24 show that disadvantaged pupils meet the expected standard.
Improved Reading, Writing and Maths combined attainment among disadvantaged pupils.	KS1/KS2 Reading, Writing and Maths combined outcomes in 2023/24 show that disadvantaged pupils meet the expected standard in all 3 subjects.
Sustained improvement in well being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, parent feedback and teacher observations
Enrichment opportunities provided for disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved levels of attendance for our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: <p>attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</p>

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: £36,373

Activity	Evidence that supports this approach	Challenge number(s) addressed
On going training and CPD for teachers	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
<i>Standardised diagnostics assessments purchased</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5,6
Recruit an additional teacher to support with targeted interventions.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5,6
<i>Daily targeted intervention by teachers linked to</i>	Tuition targeted at specific needs and knowledge gaps can be an effective	1,2,3,4,5,6

<p><i>classroom teaching and the curriculum.</i></p>	<p>method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p><i>Learning Coach – one to one support and daily intervention with the core subjects of Reading, Writing and Maths</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,5,6</p>
<p><i>Special Support Assistants (SSA's)</i></p>	<p>Additional Special Support Assistants provide disadvantaged students with learning difficulties targeted support in accessing and adapting the curriculum.</p>	<p>1,2,3,4,5,6</p>
<p>Purchase of high quality resources to support with teaching (STAR Readers, Library books, Bug Club, Times tables Rockstars, ED Shed, LBQ and Sats Companion).</p>	<p>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. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,5,6</p>
<p>Provide enrichment clubs to support pupils' social and emotional development and give pupils an opportunity to develop specific talents.</p>	<p>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)</p>	<p>7,8</p>
<p><i>Enhancement of our Maths and English curriculum planning in line with the EEF guidance.</i></p> <p><i>We will fund professional development and instructional coaching focussed n each teachers subject area.</i></p>	<p>Planning effectively for Literacy and Maths across Ks1 and 2 is key for children's attainment. Guidance will be taken from: Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,5,6</p>

	Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6,736

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted intervention for core subjects (Reading/Writing/Maths)</i>	<p>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.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5,6
<i>Saturday School</i>	<p>Saturday school provides small group and one to one tuition delivered by curriculum specialists. The children are given bespoke guidance and support to tackle their need in that subject area. The EEF describe the positive impact of this approach via the EEF toolkit.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5,6
<i>Early language for CPD for the EYFS and Ks 1 staff,</i>	<p>Evidence suggests that oral language interventions have a high impact on reading:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5,6
<i>Disadvantaged children in the Early years and Ks1 are to receive Wellcomm intervention.</i>	<p>Evidence suggest that oral language interventions have an immediate impact on children's participation in classroom discussion.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5,6

<i>Multi agency support requested to support the school to identify barriers to learning.</i>	Educational psychologists use psychology to help children and young people with the development of learning, communication, physical and sensory needs, and social and emotional skills needed for adulthood/independence. Educational Psychology BwD Services for Schools	1,2,3,4,5,6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,211

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Uniform support for pupil premium children. Families are given a £55 payment towards the costs of school uniform.</i>	Research shows that wearing a school uniform enables a school to build a school ethos and improve behaviour. School uniform EEF (educationendowmentfoundation.org.uk)	8,9
<i>Free Breakfast is provided for all pupils</i>	There is much evidence to state that eating breakfast contributes to increased concentration, improved well-being, and behaviour. National school breakfast club programme - GOV.UK (www.gov.uk)	8,9
<i>All pupils have a reduced cost to pay for any trips or experiences the children have in the curriculum.</i>	DfE guidance recognises that school trips and outdoor learning improves children's educational development, health and well-being. DfE guidance finally gives all school trips the green light! - Voyager School Travel	8,9
<i>Pastoral care – trained individuals provide pastoral and well-being care to identified children</i>	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional intervention can lead to learning gains of +4 months over the course of a year. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	8,9
<i>Daily monitoring of attendance. Administrative staff and SLT member</i>		8,10

<i>monitor attendance work with families to improve attendance and eliminate persistent absenteeism.</i>	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)	
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Total budgeted cost: £45,320

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.

	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%	80%	+14%
RWM HS	10%	0%	+10%
Reading EXS+	78%	80%	+2%
Reading HS	34%	20%	+14%
Writing EXS+	77%	100%	+23%
Writing HS	16%	20%	+4%
Maths EXS+	79%	80%	+1%
Maths HS	29%	40%	+11%
	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%	80%	+36%
RWM HS	3%	0%	-3%
Reading EXS+	60%	80%	+20%
Reading HS	17%	20%	+3%
Writing EXS+	58%	100%	+42%
Writing HS	7%	20%	+13%
Maths EXS+	59%	80%	+21%
Maths HS	13%	40%	+27%

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%	25%	+48%
Reading HS	22%	0%	-22%
Writing EXS+	65%	0%	-65%
Writing HS	10%	0%	-10%
Maths EXS+	75%	0%	-75%
Maths HS	19%	0%	-19%

	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%	25%	+29%
Reading HS	9%	0%	-9%
Writing EXS+	44%	0%	-44%
Writing HS	3%	0%	-3%
Maths EXS+	56%	0%	-56%
Maths HS	8%	0%	-8%

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%	50%	+22%
	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%	50%	+22%

The data demonstrates that the school's achievements over the years continues to make sustained progress in Reading, Writing, Maths, GLD and Phonics Screening Check namely:

- KS2 – 80% of disadvantaged pupils achieved the EXS in Reading, Writing and Mathematics compared with the National Average of 66%.
- KS2 - 100% of disadvantaged pupils achieved the EXS in Writing compared with the National Average of 77%.
- KS2 - 40% of disadvantaged pupils achieved the HS in Maths compared with the National Average of 29%.

- KS1 – 25% of disadvantaged pupils achieved the EXS in Reading compared with the National Average of 73%.
- EYFS - 50% of disadvantaged pupils achieved the GLD in EYFS compared with the National Averages of 72%.

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

- ensuring disadvantaged pupils are challenged in the work that they are set
- acting early to intervene at the point need is identified
- adopting a whole school approach in which all staff have taken responsibility for disadvantaged pupils' outcomes and raised expectations resulting in the higher achievements of the children

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations at Ks2, however we continue to work and strive higher for with our pupils in Ks1. We are at present on course to achieve the outcomes we set out to achieve over the next year, 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
Learning by Questions	
Rising Stars Programme for Assessment	

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 club) will include focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.