# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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

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| Detail | Data |
| School name | Oliver’s Battery Primary and Nursery School |
| Number of pupils in school | 223 |
| Proportion (%) of pupil premium eligible pupils | 20% |
| 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 | December 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Carly Redfern |
| Pupil premium lead | Catherine Bordoli |
| Governor / Trustee lead | Kathy Farrand |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £54015 |
| Recovery premium funding allocation this academic year | £7178 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £61193 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| We strive to ensure that all children make good or better progress and that socio-economic context does not impact on this. We believe that with correct support in place all pupils can achieve their full potential.  Our objectives are:   * Remove barriers to learning created by poverty, family circumstance and background. * Narrow the attainment gap between disadvantaged and non-disadvantaged pupils. * Enable pupils to look after their social and emotional well-being and to develop resilience. * Ensure that all pupils have access to a wide and varied curriculum that gives them rich experiences. * Ensure that children have a good understanding of the Rights Respecting Curriculum so they understand what makes a good global citizen. * Ensure that all families feel part of our school community and feel that they are supported in ensuring best outcomes for their child/children. * Ensure all pupils are able to read fluently and with a good understanding to enable them to access the breadth of curriculum.   Achieving our objectives:  In order to achieve our objectives and overcome identified barriers to learning we will:   * Provide all staff with high quality CPD to ensure that all pupils have access to effective quality first teaching. * Provide targeted intervention and support quickly to address identified gaps in learning including the use of small group work and 1:1 tuition. * Ensure that all pupils have access to trips, residential and first hand learning experiences. * Provide opportunities for all pupils to participate in enrichment activities. * Provide appropriate nature support to support all pupils in their emotional and social development.   This is not an exhaustive list and will change based on the needs of the individuals.  Key principles:  We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Pupils unable to self-regulate and manage emotions in an age appropriate way. |
| 2 | Attachment needs impacting on behaviour in the classroom |
| 3 | Weak language and communication skills on entry to the school |
| 4 | Parental mental health needs impacting on attendance and the progress of disadvantaged pupils. |
| 5 | Lack of experiences and a variety of extra-curricular activities |
| 6 | Gaps in knowledge through differing experiences of lock down and home support. |

## 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.

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| Intended outcome | Success criteria |
| All pupils receive high quality first teaching and, as a result, make good progress. | All disadvantaged pupils make good or better progress and attainment of non-sen pupils is in line with their peers. |
| No child misses out on extracurricular activities and experiences because of financial struggles. | 100% of disadvantaged pupils have an opportunity to attend paid for activities – such as residentials, trips, after school clubs. |
| All pupils have access to a rich outdoor curriculum and Forest School. | Disadvantaged pupils are able to confidently articulate skills they have developed in Forest School.  Disadvantaged pupils have rich outdoor experiences.  Disadvantaged pupils develop independence and resilience. |
| Pupil and family support worker is able to engage families and ensure they feel supported and part of the school’s community. | All families feel supported by the school.  Increased parental engagement of disadvantaged families.  96% an above attendance for disadvantaged families |
| Pupils are able to engage in their learning and make progress because of pastoral support that is in place. | All pupils feel happy and safe in school.  Pupils are able to regulate their behaviour.  All pupils are able to be resilient. |
| Adults are able to identify and remove barriers for learning for disadvantaged pupils. | Early identification of needs.  Disadvantaged pupils are able to access all lessons and make good progress. |

## 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: £2500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| A range of targeted CPD to enable teachers and support staff to be effective practitioners.   * Effective questioning inset day. * Rich tasks/ variation * Subject leadership/wider curriculum training * Phonics training * Reading for pleasure. * Local authority support. | Research shows high quality AFL leads to clarity of learning and effective feedback which supports rapid progress - Education Endowment Fund (EEF) toolkit. Q FT will ensure a long-term impact for all pupils. | 2,3,5 |

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

Budgeted cost: £ 19816

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Small group booster sessions  £7200 | EEF Teaching and Learning Toolkit – small group teaching | 3,6 |
| Pupil premium lead to monitor progress and interventions of disadvantaged pupils.  £8866 | Importance of high quality targeted intervention where impact is monitored closely and adapted quickly to achieve rapid progress. Small group interventions with highly qualified staff have been shown to be effective (EEF Teaching and Learning Toolkit). | 6 |
| Targeted small group and 1:1 precision teaching interventions by support staff.  £3750 | Importance of high quality targeted intervention where impact is monitored closely and adapted quickly to achieve rapid progress. Small group interventions with highly qualified staff have been shown to be effective (EEF Teaching and Learning Toolkit). | 6 |

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

Budgeted cost: £ 40679

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Enrichment  Funding for experiences such as trips, residential, access to after school clubs, wrap around care.  £3250  Lunch time sports coach/play leader.  £2592  Listen to me  £3000 | Children have a rich, variety of experiences that they are able to learn from.  Children feel part of the school community and are able to attend | 5 |
| Development of the role of family and child support worker  £10407  Training  £900 | EEF parental engagement | 4,5,2,1 |
| ELSA  £2880  Training and supervision  £800 | EEF Improving Social and Emotional Learning in Primary Schools | 1,2,3 |
| Trauma informed approach. Training for all members of staff to understand the needs of children who have had trauma in their lives and how to meet that need.  £150 | EEF Improving Social and Emotional Learning in Primary Schools | 1,2 |
| Edible Playground  £3000 | EEF Improving Social and Emotional Learning in Primary Schools | 1,2,5 |
| Forest School  £11000 | EEF Improving Social and Emotional Learning in Primary Schools | 1,2,5 |
| Parental workshops on early writing/reading to support the engagement of families  £400 | EEF Parental Engagement EEF Teaching and Learning Toolkit | 4,6 |
| Provision of resources and uniform for disadvantaged families  £500 | Enabling all children to be part of the school community and to be successful | 1,2,4 |

**Total budgeted cost: £** 61193

# 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 2021 to 2022 academic year.

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| Impact Statement of spend:  Engagement of pupils:   * School funds 50% of the cost of trips and residential. This has ensured that all pupil premium children have attended trips offered and Year 5 and 6 residential. * Money has also been used to buy school uniform so children can feel part of the school, be in the appropriate type of clothes and be ready to learn. * In some cases, Pupil Premium children are invited to the schools wrap around care where we give them opportunities to complete homework, complete extra reading and take part in craft activities, sports sessions and outdoor learning. We also support individuals with paid clubs where we have identified an interest or a talent. * When entering cluster competitions and sporting events we ensure that our pupil premium pupils have opportunities to take part. We also supply any sporting equipment needed.  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Attendance | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | | Pupil Premium Children | 93.7% | 92.4% | 93.5% | 91.4% | | Non-Pupil Premium Children | 96.59% | 95.7% | 96% | 95.3% |  * Attendance from the year 2021-2022 has declined; however, there was an overall decline with Covid related absences. There is still a gap between pupil premium and non-pupil premium. Attendance support worker and pupil and family support worker are targeting persistence absence PP children and have TAF meetings in place. Those families have improved.   Inclusions team   * The school have created an inclusions team which is headed up by our Assistant headteacher for inclusion. Our pupil and family support worker and ELSA are included. They meet weekly to discuss disadvantaged pupils and review impact of interventions in place. This ensures that all children are well supported whether it is through: adapted curriculum, planned assemblies, parent support, ELSA intervention, drawing therapy, sensory circuits, in class intervention (precision teaching/pre teach/ over learning/little wandle catch up/tutoring) * Pupil and family support worker is able to engage vulnerable families in school life and ensure they have the support they need. We have seen an increase in the number of families that engage in the support offered. 21 out of 28 families on the pupil premium list have engaged in support from our pupil and family support worker. * Grub club for pupil premium families. Families were invited to attend the sessions and cook different recipes with their children. This did encourage children to try new foods and focus on the importance of healthy eating. * At Oliver’s Battery we had a trained ELSA and increased the hours available to the children to support need. ELSA has the capacity to see approx. 15 children. It is intended to be a short term intervention, however a number of pupils require more long-term support. * We now offer a lunch club for vulnerable pupils were there are able to be successful at lunch and learn how to play and have friends. It has also enabled us to give pupils interventions on self-regulation. Pupil are having increasingly successful playtimes and alternative activities are explored for those who find the playground a challenging place to be. Lunchtimes are more focussed and there has been a significant reduction overall of incidents recorded. Issues that tend to arise are low level friendship issues and are quickly dealt with at the time. * Our pupil and family support worker has taken part in the mental health lead training. This has ensured that the wellbeing and mental health of our pupils is priorities. She has completed a review of children’s mental health and wellbeing by ensuring that every child has completed the 3 houses document. She has then used this information to put in place curriculum changes/assemblies to address ‘normal’ worries that children have highlighted. She was then able to put in a programme of support for both children and families where more concerning worries were highlighted. This has enabled us to be proactive in our support of all pupils. * The impact of positive mental health, both as a result of ELSA intervention, family support, classroom support and improved playtimes, can be seen in the achievements of children achieving ARE in maths. Reading and writing are a focus for the next financial year.   **Covid Catch-Up**   * The school has used its catch-up funding predominantly to pay for tutoring sessions by a member of staff that had previously been employed as a Year 5/6 teacher. They have been able to run booster sessions and interventions throughout the school day, and also to run before and after-school sessions for identified children. Catch-up funding has been used effectively to help ensure that identified children have kept pace with their peers.   **Pupil progress**   * Performance management for all staff has one target that is linked to the progress of all pupils. * There is a whole school focus on ensuring that all pupils are making progress and achieving the expected standard. * Pupil progress meetings are held at the end of every Phase. Children that are off track are discussed in detail with both headteacher and assistant headteacher for inclusions. Interventions are reviewed and changes made. This information is then shared with maths leader and English leader where they are able to look at curriculum delivery and what interventions are available in school. They also look at staff CPD and staff meeting training based on this information.  |  |  |  | | --- | --- | --- | |  | Achieving ARE and above (Y1-6) | | |  | July 2021 | July 2022 | | **Maths** |  |  | | Pupil Premium Children | 70% | 68% | | Non-Pupil Premium Children | 85% | 83% | | **Reading** |  |  | | Pupil Premium Children | 66% | 68% | | Non-Pupil Premium Children | 87% | 85% | | **Writing** |  |  | | Pupil Premium Children | 68% | 65% | | Non-Pupil Premium Children | 82% | 80% | |

## 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*

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| Programme | Provider |
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# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |