

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	Olveston CEVC Primary School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	% including service children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Lee Dunn
Pupil premium lead	Amy Fleet
Governor / Trustee lead	Sian Jenkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13558
Recovery premium funding allocation this academic year	£ 1276
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

Part A: Pupil premium strategy plan

Statement of intent

At Olveston CEVC Primary School we have high expectations for all pupils in our school, and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied and ambitious curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

School leaders at Olveston CEVC Primary School are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan

Challenges

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

Challenge number	Detail of challenge
1	Attainment – To bridge the gap between attainment of disadvantaged in certain year groups.

2	Wellbeing Support – To support the children with difficulties with home life and friendships
3	GDS support – to ensure that leaders help pupils achieve their potential.
4	Parental Engagement – Engage with the parents to get them supporting their children.
5	Attendance – To ensure the attendance of disadvantaged pupils improves
6	Aspirations and life experiences – opportunities to access enrichment experiences

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.

The intended outcomes below will focus on three key areas: Wellbeing, academic outcomes and attendance.

Intended outcome	Success criteria
Improve pupils' attitudes to learning including resilience and determination.	PP children's attitudes to learning will be positive and demonstrate aspirations for success. Attendance figures for PP children will show an increased improvement to be almost in line or better than their peers. Pupils' are keen to talk about their learning Pupil's consistently engage in 1:1 or small group support.
Wellbeing is high amongst Pupil Premium Children	1:1 or small group support focuses on wellbeing as well as academic achievement Staff have suitable resources to support mental health and wellbeing among disadvantaged children Children feel safe in school and have a trusted adult to talk to.
Staff highlight target pupils to achieve GDS within a three year period.	1:1 or small group support given for the one GDS child The disadvantaged GDS children achieve their targets in reading, writing and maths. Ongoing tracking provides pathways for aspirational targets.
Ensure quality teaching and learning of basic English and Mathematics skills. (Link to Quality First Teaching)	In KS1 children will be supported with their reading, comprehension and writing including support with phonics. In Maths in KS1 the children will be supported to develop number bonds and times tables as well as having pre and post teaching support. In KS2 Teachers will plan lessons that include the identification and support of PP children PP sessions will address pre-teaching and post teaching of English and Mathematics skills. Sessions will also include opportunities for children to be supported with their reading PP children's outcomes will be moving towards inline or better than their peers.

Improve pupils' attitudes to learning including resilience and determination, including attendance.	PP children's attitudes to learning continue to be positive and demonstrate the schools' vision and values. Attendance figures for PP children will show an increased improvement to be almost in line or better than their peers. Target pupils with historic low attendance and implement a relationship focused strategy.
Children to gain experiences that enrich, broaden horizons and raise future aspirations	Provide pupils with opportunities to engage in outside of the curriculum activities such as music tuition, sporting events, mentoring, representing the school. Giving pupils experiences that will enrich their primary experience and broaden horizons for the future.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CT and TAS to be supported in applying the behavioural policy	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	All

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

Budgeted cost: £ 9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support pre and post teaching Feedback Children to receive 1:1 quality first teaching from TAS. These	1:1 tuition studies in Primary school tend to show impact of +6 months <i>Evidence from EEF (1:1 tuition)</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,3

sessions will be based on the individual child's requirements. Maths - Pre and Post teaching of maths and specific key skills and facts. Reading – Pre and Post teaching for whole class guided reading Reading to develop skill Comprehension exercises Phonic development Writing – Pre and post teaching based on class work. Specific key grammar and spelling work.	Feedback studies in Primary school tend to show impact of +6 months <i>Evidence from EEF (feedback)</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	
Collaborative learning in small groups with TA support TAs will facilitate a learning environment where children communicate effectively about their learning activity. As above, these will be primarily focused on Maths, Reading and Writing but may also have social and emotional elements to support the children.	Small group tuition studies in Primary school tend to show impact of +4 months <i>Evidence from EEF (Small Group Tuition)</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Collaborative learning approaches studies in Primary school tend to show impact of +5 months <i>Evidence from EEF (Collaborative learning approaches)</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	1,2,3
Using a mastery learning approach	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	All

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

Budgeted cost: £ 5800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentor support for specific pupils to support mental health and wellbeing	http://blog.soton.ac.uk/edpsych/files/2019/07/ELSA-article-version-for-submission-to-Debate-amendmended.pdf	3,4,5

Reducing rate for breakfast and after school club	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	All
Extracurricular activities, including sports, outdoor activities, and arts and culture - for example, music lessons and school trips	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	All

Total budgeted cost: £ 14800

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 2023 to 2024 academic year.

Wellbeing	50% of pupils electively accessing peripatetic music tuition during 2023/24 academic year. 95%+ attendance for school trips. 100% access to small group or 1-1 additional support time. 64% accessing school mentoring during academic year. PEX risk significantly reduced.
Academic outcomes	Year 6 Teacher Assessed Outcomes: Writing: 83% to reach ARE compared to 79% non-PP. Reading: 83% to reach ARE compared to 79% non-PP Maths: 83% to reach ARE compared to 84% GDS: Maths 16% reading/writing – 0% MTC 33% scoring full marks Average score 23.7
Attendance	Pupil premium average attendance 2023/24 has increased by 2.5% compared to 2022/23. 79% pupil premium children have an average attendance of above 93.5% in 2023/24 compared to just 50% in 2022/23. Pupils with the lowest rate of attendance in 2022/23 have improved attendance rates by 16% combined.

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
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)

This year our strategy has developed further, we aim to add support for disadvantaged pupils into class through additional in class focused support.

Increasing access to high quality texts at home through a book scheme.

Increased percentage of participation in out of school enrichment clubs through high quality and consistent sports coaching and outdoor education

Increased percentage of pupils accessing peripatetic music tuition