



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

Detail	Data
School name	Old Hall Drive Academy
Number of pupils in school	416
Proportion (%) of Pupil Premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Hayley Brooker, Principal
Pupil Premium lead	Amanda Hatton, Assistant Principal
Governor / Trustee lead	Rev. Carol Masters, Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£315,780
Recovery premium funding allocation this academic year	£33,060
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	£348,840



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 all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal and have the same outcome as their peers. This also means maintaining good progress for the high ability Pupil Premium pupils.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activities 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, notably in its targeted support through the Bursary Foundation and School Led 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	Assessments, observations and discussions with parents; previous settings; and pupils indicate underdeveloped oral language skills on entry into Nursery. Vocabulary gaps throughout school are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils in some year groups do not attain as well as their peers in Reading, Writing and Maths. In July 2022: - 63% of pupils reached GLD at the end of EYFS. This is 54% PP against 80% NPP. <i>Year 1 will be a target year group in 2022 – 2023.</i> -Year 3 had a gap of 47% in Reading (38% - 85%); a gap of 40% in Writing (38% - 78%); and a gap of 43% in Maths (38% - 81%). <i>Year 4 will be a target year group in 2022 – 2023.</i> -Year 4 had a gap of 36% in Reading (41% - 77%); a gap of 43% in Writing (38% - 81%); and a gap of 40% in Maths (41% - 81%). <i>Year 5 will be a target year group in 2022 – 2023.</i>
3	Assessments, observations and discussions with pupils and families have identified high levels of SEMH needs for many pupils. These challenges particularly affect disadvantaged pupils and impact upon their attainment. Teacher and parent referrals for support have markedly increased throughout the school.
4	Assessments, observations and discussions with pupils and families have identified a need for Curriculum Enrichment and Extracurricular activities, with a focus on developing the whole child, without financial strains for parents. Pupils lack experiences due to socio-economic factors within the community and the disadvantaged are most affected.
5	Assessments, observations and discussions with pupils have identified lack of aspirations with regards to further education and career options, due to socio-economic factors within the local community. These challenges affect all of our pupils, particularly with those who are disadvantaged.

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
<p>-Improved Oral Language Skills of Pupil Premium pupils in EYFS.</p> <p>-Improved Vocabulary of Pupil Premium pupils throughout school.</p>	<p>-Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils in EYFS.</p> <p>-Over 60% of pupils will achieve Green on the Welcomm screening at the end of Nursery.</p> <p>-Over 80% of pupils will achieve Green on the Welcomm screening at the end of Reception.</p> <p>-Improved vocabulary is evident throughout school when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil discussions and ongoing formative assessment.</p>
<p>-Raised Attainment of Pupil Premium pupils in Reading, Writing and Maths.</p>	<p>-EYFS, KS1 and KS2 outcomes in 2022/23 will show that disadvantaged pupils are working broadly in line with non-disadvantaged pupils.</p> <p>-Disadvantaged pupils in target year groups (Years 1, 4 and 5) will make accelerated progress so their outcomes are more in line with their non-disadvantaged peers.</p>
<p>-To Achieve and Sustain Improved Social and Emotional Wellbeing for Pupil Premium pupils.</p>	<p>Sustained high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations ● a significant reduction in behaviour incidents ● a significant increase in participation in enrichment activities including morning and after school catch up sessions, particularly among disadvantaged pupils
<p>-Raised Participation in Curriculum Enrichment and Extracurricular Activities for Pupil Premium pupils.</p>	<p>Sustained high levels of participation from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations ● participation numbers ● reported enjoyment of school ● improved attendance ● a significant reduction in behaviour incidents

<p>-Opportunities to Develop High Aspirations, with regards to Further Education and Career Options, for Pupil Premium Pupils</p>	<p>Sustained high levels of aspirations from 2022/23 demonstrated by:</p> <ul style="list-style-type: none">● qualitative data from student voice, student and parent surveys and teacher observations● participation in events for pupils to develop aspirations e.g. Aspiration Week● Bursary Foundation.● Positive Footprints Programme.● Bespoke character programme.
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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: £210,610

Activity	Evidence that supports this approach	Challenge number(s)) addressed
Developing a language rich environment within EYFS which exposes the children to relevant vocabulary and texts to support later learning in Key Stage 1 and beyond.	The EEF guidance is based on a range of the best available evidence: Communication and Language Approaches in EYFS	1, 2
Ongoing investment of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils (Read Write Inc). This will impact upon vocabulary acquisition and Reading and Writing attainment.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2

<p>Whole school approach to Reading for Pleasure and developing a love of reading.</p> <p>Investment in high-quality books in all year groups, both linking to a range of subject areas as well as those identified through pupil voice.</p> <p>Books to be used in class libraries, for DEAR time and What Next books.</p>	<p>Evidence suggests that reading for pleasure leads to increased attainment. Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers.</p> <p>Reading for Pleasure (GOV.UK)</p>	<p>1, 2, 5</p>
<p>High quality books purchased to support the teaching of the new Literacy Leaves programme to improve teaching and learning in Guided Reading sessions and improve outcomes.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>2, 5</p>
<p>Purchase of standardised</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to</p>	<p>1, 2</p>

<p>diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Updating of PSHE curriculum based on the needs of our pupils.</p> <p>Further develop the WOW programme with staff continuing to work alongside the WOW Leads.</p> <p>We will fund teacher release time to develop and embed the curriculum into the school.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning</p>	<p>3, 4, 5</p>
<p>Highly skilled members of staff will</p>	<p>International research evidence suggests that reducing class size can have positive impacts on pupil</p>	<p>1, 2</p>

<p>provide additional support to small groups to accelerate progress thus reducing the class size and in turn diminishing the attainment gap and ensuring progress.</p>	<p>outcomes when implemented with socioeconomically disadvantaged pupil populations.</p> <p>Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p>Small group tuition positively impacts upon progress.</p> <p>EEF Reducing Class Sizes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>RH – Welcomm interventions in EYFS RT and AMc – Year 1 PP interventions CH and CS – Year 4 PP interventions HS – Year 5 PP interventions</p>	
<p>Additional cost covered to allow all children to attend Nursery full-time.</p>	<p>A very high number of the children are coming in on entry below expectation, with some having had no previous experience of a pre-school setting.</p> <p>Communication and Language is also considerably below expectations. Therefore additional hours will support to facilitate accelerated progress across the Nursery cohort.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	1
<p>The expanded curriculum offer includes access to specialist teachers in MFL, Computing and Music.</p>	<ul style="list-style-type: none"> ● Highly skilled specialists to enrich the wider curriculum, extending it beyond the National Curriculum. ● Innovative and specialist equipment. ● High quality PPA carousel developed across the academic year. ● Upskilling staff 	4, 5
<p>Use of internal and external specialist staff to develop teaching & learning opportunities, progress and</p>	<p>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils.</p> <p>EEF - Metacognition</p>	1, 2, 3, 4, 5

culture & ethos, e.g. CPD lead, Character Ambassadors, Retrieval / Metacognition expert.	Thinking Matters - Metacognition	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £39,344

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>RWI Interventions Years 1-4 Fresh Start Interventions Year 4 Summer – Year 6</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Engaging with the Bursary Foundation to provide a blend of tuition and mentoring where accelerated progress is needed. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers, ensuring children are making good progress.</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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 4, 5
<p>Purchase of programmes and additional members of staff to deliver the</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p>	1, 2

<p>programmes (Elklan, Welcomm, NELI). Desired outcome improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills in EYFS.</p> <p>The school will deploy TAs and an additional member of staff to administer the Nuffield Early Language Intervention to improve children's language and early literacy skills in EYFS.</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>The Nuffield Early Language Intervention (NELI) programme is designed to improve the language skills of reception pupils (aged 4–5):</p> <p>Nuffield Early Language Intervention</p>	
<p>Employment of an experienced Speech and Language Therapist to support with early identification of speech issues and to support teaching staff with strategies and techniques to use.</p>	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds.</p> <p>EEF - Communication & Language Approaches</p> <p>EEF – Early Language</p> <p>EEF – Developing Oral Language</p>	<p>1, 2</p>

<p>Easter School and Booster sessions for Year 6 pupils to accelerate their progress and support them in achieving KS2 outcomes in line with National results.</p>	<p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations.</p> <p>Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p>Small group tuition positively impacts upon progress.</p> <p>EEF Reducing Class Sizes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2, 5</p>
<p>Positive Footprints programme to raise aspirations for disadvantaged pupils in Year 5.</p> <p>Aspirations Week to introduce pupils to wider further education and career information.</p> <p>Focus on opportunities available out of the local area.</p>	<p>Pupils achieve and sustain opportunities to develop High Aspirations, with regards to further education and career options, for Pupil Premium pupils.</p>	<p>4, 5</p>

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

Budgeted cost: £116,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School will provide support to meet pupils' specific SEMH needs e.g. nurture</p>	<p>The school's ability to draw upon its own staff to provide key SEMH interventions and targeted support as</p>	<p>3</p>

<p>interventions, school counsellor, play therapist, Place2B and mindfulness lessons.</p>	<p>soon as it required, maximising impact. EEF - Social and Emotional Learning EEF - Improving Social and Emotional Learning in Primary Schools</p>	
<p>Providing free Breakfast Club places, a school jumper and book bag in September.</p>	<p>To ensure all pupils will be ready to access learning each day and to foster a sense of belonging to the school community.</p>	<p>3, 4, 5</p>
<p>Pupils will benefit from curriculum enrichment opportunities, including trips, throughout the school day and therefore develop a better understanding of the curriculum and the application of skills within our character programme.</p>	<p>By 'Character', we mean a set of attitudes, skills and behaviours – such as Resilience, Empathy, Self Awareness, Positivity, Excellence, Communication, Team Work (RESPECT) – that are thought to underpin success in school and beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes. EEF - Life Skills and Enrichment</p>	<p>1, 2, 3, 4, 5</p>
<p>Funded extracurricular activities before school, after school and during the school holidays (including Kiwi, Strive, Dream Big, French Club, Choir).</p>	<p>On average, evidence suggests that pupils who attend a summer school make approximately three additional months' progress compared to similar pupils who do not attend a summer school. Non-academic activities such as sports, arts or cultural enrichment are valuable in their own right and can offer opportunities to pupils from</p>	<p>3, 4, 5</p>

	<p>low-income households who may not otherwise be able to afford them.</p> <p>EEF - Extending the School Day</p> <p>EEF - Summer School Activities</p>	
<p>External support from specialist provisions (Bowker Vale, Bridgelea, Lancasterian, The Grange, Positive Regard - Wellspring etc).</p>	<p>External support and links with specialist provision – support for children, upskill staff, assessment and enrichment of our provision.</p> <p>EEF - Effective Professional Development</p>	1, 2, 3
<p>Parent Workshops will run throughout each academic year, addressing the needs of the school and responding to the needs of Parents. Workshops will primarily be centred around Phonics, Reading and numeracy & literacy skills.</p>	<p>Parent Voice analysis highlights a lack in Parents' confidence in supporting their children with their learning.</p> <p>EEF – Working with Parents to Support Children's Learning</p> <p>EEF - Parental Engagement</p>	1, 2, 5

Total budgeted cost: £366,264.00