



# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

Updates for 2023 - 2024 plan have been made in blue

## School overview

Detail	Data
School name	Old Hall Drive Academy
Number of pupils in school	423
Proportion (%) of Pupil Premium eligible pupils	55% (234 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2025/2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
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	£340,470
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£340,470

## 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 are 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 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 are 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	<p>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.</p> <p><i>In July 2023:</i></p> <ul style="list-style-type: none"> <li>-Year 1 had a gap of 17% in Maths (58% - 75%)</li> <li>-Year 4 had a gap of 18% in Reading (73% - 91%); a gap of 19% in Writing (49% - 76%); and a gap of 36% in Maths (46% - 82%).</li> </ul> <p><i>This year group will continue to be a target year group in 2023 – 2024 but gaps from last year have reduced dramatically.</i></p> <ul style="list-style-type: none"> <li>-Year 5 had a gap of 40% in Reading (35% - 75%); a gap of 42% in Writing (33% - 75%); and a gap of 47% in Maths (28% - 75%)</li> </ul> <p><i>This year group will continue to be a target year group in 2023 – 2024.</i></p> <ul style="list-style-type: none"> <li>-Year 6 had a gap of 40% in Maths (62% - 92%).</li> </ul> <p>The National gap for this subject was 22%</p> <ul style="list-style-type: none"> <li>-<i>Maths will be a focus core subject for monitoring Disadvantaged gaps in 2023 - 2024 (Years 2, 4, 5 and 6)</i></li> </ul>
3	<p>Assessments, observations and discussions with pupils and families have identified high levels of SEMH needs for many pupils.</p> <p>These challenges particularly affect disadvantaged pupils and impact upon their attainment. Teacher and parent referrals for support have markedly increased throughout the school.</p>
4	<p>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.</p> <p>Pupils lack experiences due to socio-economic factors within the community and the disadvantaged are most affected.</p>
5	<p>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.</p> <p>These challenges affect all of our pupils, particularly with those who are disadvantaged.</p>

## 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><b>-Improved Oral Language Skills of Pupil Premium pupils in EYFS.</b></p> <p><b>-Improved Vocabulary of Pupil Premium pupils throughout school.</b></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><b>-Raised Attainment of Pupil Premium pupils in Reading, Writing and Maths.</b></p>	<p>-EYFS, KS1 and KS2 outcomes in <b>2023/24</b> will show that disadvantaged pupils are working broadly in line with non-disadvantaged pupils.</p> <p><b>-Disadvantaged pupils in target year groups (Years 5 and 6) will make accelerated progress so their outcomes are more in line with their non-disadvantaged peers.</b></p> <p><b>-The Disadvantaged gap will decrease in Maths (Years 2, 4, 5 and 6)</b></p>
<p><b>-To Achieve and Sustain Improved Social and Emotional Wellbeing for Pupil Premium pupils.</b></p>	<p>Sustained high levels of wellbeing from <b>2023/24</b> demonstrated by:</p> <ul style="list-style-type: none"> <li>● qualitative data from student voice, student and parent surveys and teacher observations</li> <li>● a significant reduction in behaviour incidents</li> <li>● a significant increase in participation in enrichment activities including morning and after school catch up sessions, particularly among disadvantaged pupils</li> </ul>
<p><b>-Raised Participation in Curriculum Enrichment and Extracurricular Activities for Pupil Premium pupils.</b></p>	<p>Sustained high levels of participation from <b>2023/24</b> demonstrated by:</p> <ul style="list-style-type: none"> <li>● qualitative data from student voice, student and parent surveys and teacher observations</li> <li>● participation numbers</li> <li>● reported enjoyment of school</li> <li>● improved attendance</li> <li>● a significant reduction in behaviour incidents</li> </ul>
<p><b>-Opportunities to Develop High Aspirations, with regards to Further Education and Career</b></p>	<p>Sustained high levels of aspirations from <b>2023/24</b> demonstrated by:</p> <ul style="list-style-type: none"> <li>● qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>

<b>Options, for Pupil Premium Pupils</b>	<ul style="list-style-type: none"><li>● participation in events for pupils to develop aspirations e.g. Aspiration Week</li><li>● Bursary Foundation.</li><li>● Positive Footprints Programme.</li><li>● Bespoke character programme.</li></ul>
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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
<p>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.</p>	<p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Communication and Language Approaches in EYFS</a></p>	<p>1, 2</p>
<p>Ongoing investment of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils (Read Write Inc). This will impact upon vocabulary acquisition and Reading and Writing attainment.</p>	<p>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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
<p>Whole school approach to Reading for Pleasure and developing a love of reading.</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.  <a href="#">Reading for Pleasure (GOV.UK)</a></p>	<p>1, 2, 5</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>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:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>2, 5</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and</p>	<p>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:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>

administered correctly.		
<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><a href="#">EEF Social and Emotional Learning</a></p>	3, 4, 5
Highly skilled members of staff will provide additional support to small groups to accelerate progress thus reducing the class size	<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><a href="#">EEF Reducing Class Sizes</a></p>	1, 2



<p>and in turn diminishing the attainment gap and ensuring progress.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>JB – Welcomm interventions in EYFS RT and LC – Year 1 PP interventions CS and JA – Year 4 PP interventions RS – 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>In 2022/2023 52 full time pupils accessed Nursery provision and funding received was £154,838. This was a deficit of £48,386 to school after staffing costs were deducted.</p>	<p>1</p>
<p>The expanded curriculum offer includes access to specialist teachers in MFL, Computing and Music.</p>	<ul style="list-style-type: none"> <li>● Highly skilled specialists to enrich the wider curriculum, extending it beyond the National Curriculum.</li> <li>● Innovative and specialist equipment.</li> <li>● High quality PPA carousel developed across the academic year.</li> <li>● Upskilling staff</li> </ul>	<p>4, 5</p>
<p>Use of internal and external specialist staff to develop teaching &amp; learning opportunities, progress and culture &amp; ethos, e.g. CPD lead, Character Ambassadors</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><a href="#">EEF - Metacognition</a></p> <p><a href="#">Thinking Matters - Metacognition</a></p>	<p>1, 2, 3, 4, 5</p>

, Retrieval / Metacognition expert.		
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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) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>RWI Interventions Years 1-4</p> <p>Fresh Start Interventions Year 4</p> <p>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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Engaging with the Bursary Foundation to provide a blend of tuition and mentoring where accelerated progress is</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><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 4, 5

<p>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>Purchase of programmes and additional members of staff to deliver the 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</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> <p><a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The Nuffield Early Language Intervention (NELI) programme is designed to improve the language skills of reception pupils (aged 4–5):</p> <p><a href="#">Nuffield Early Language Intervention</a></p>	<p>1, 2</p>

language and early literacy skills in EYFS.		
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>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><a href="#">EEF - Communication &amp; Language Approaches</a></p> <p><a href="#">EEF – Early Language</a></p> <p><a href="#">EEF – Developing Oral Language</a></p>	1, 2
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>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><a href="#">EEF Reducing Class Sizes</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	2, 5
Positive Footprints programme to raise aspirations for disadvantaged pupils in Year 5.	<p>Pupils achieve and sustain opportunities to develop High Aspirations, with regards to further education and career options, for Pupil Premium pupils.</p>	4, 5

<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>		
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## 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 interventions, <a href="#">school counsellor (Autumn)</a>, <a href="#">Occupational Therapist and TA</a>, play therapist, Place2B and mindfulness lessons.</p>	<p>The school's ability to draw upon its own staff to provide key SEMH interventions and targeted support as soon as it required, maximising impact.</p> <p><a href="#">EEF - Social and Emotional Learning</a></p> <p><a href="#">EEF - Improving Social and Emotional Learning in Primary Schools</a></p>	3
<p>Providing free Breakfast Club places, a school jumper and book bag (<a href="#">EYFS</a>) 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>	3, 4, 5
<p>Pupils will benefit from curriculum enrichment opportunities, including trips, throughout the school day and therefore develop a better</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</p>	1, 2, 3, 4, 5

<p>understanding of the curriculum and the application of skills within our character programme.</p>	<p>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.</p> <p><a href="#">EEF - Life Skills and Enrichment</a></p>	
<p>Funded extracurricular activities before school, after school and during the school holidays (including Kiwi, MGL and 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 low-income households who may not otherwise be able to afford them.</p> <p><a href="#">EEF - Extending the School Day</a></p> <p><a href="#">EEF - Summer School Activities</a></p>	<p>3, 4, 5</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><a href="#">EEF - Effective Professional Development</a></p>	<p>1, 2, 3</p>

<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, Numeracy, Literacy and ICT skills.</p>	<p>Parent Voice analysis highlights a lack in Parents' confidence in supporting their children with their learning.</p> <p><a href="#">EEF – Working with Parents to Support Children's Learning</a></p> <p><a href="#">EEF - Parental Engagement</a></p>	<p>1, 2, 5</p>
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**Total budgeted cost: £366,264.00**

**Budget overspend: £25,794**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended outcome	Achieved Outcome
<p><b>-Improved Oral Language Skills of Pupil Premium pupils in EYFS.</b></p> <p><b>-Improved Vocabulary of Pupil Premium pupils throughout school.</b></p>	<p><b>1. <u>Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils in EYFS.</u></b></p> <p>-Huge amounts of work have gone into EYFS provision this year, driven by a proactive Phase Leader, including a full refurb of the Nursery indoor area.</p> <p>-Language prompts and questions are visible in areas to support staff in developing language in the pupils</p> <p>-Training has been given to all staff to focus on language development in the Early Years.</p> <p>-Data from Nursery 2023, shows that Disadvantaged pupils outperform Non-Disadvantaged pupils in all areas related to oral language and development:</p> <p>Listening (70% - 57%); <b>Speaking (65% - 60%)</b>; Self-Regulation (70% - 57%); Building Relationships (65% - 57%); Comprehension (70% - 57%); Word Reading (60 – 52%).</p> <p>-40% of Nursery pupils are on track to achieve Good Level of Development at the end of EYFS. This is 45% Disadvantaged pupils to 35% Non-Disadvantaged pupils.</p> <p>-Data from Reception 2023, shows that Disadvantaged pupils outperform Non-Disadvantaged pupils in all areas related to oral language and development:</p> <p>Listening (77% - 63%); <b>Speaking (77% - 63%)</b>; Self-Regulation (77% - 60%); Building Relationships (81% - 63%); Comprehension (74% - 59%); Word Reading (74 – 70%).</p> <p>-67% of Reception pupils achieved Good Level of Development at the end of EYFS. This is 74% Disadvantaged pupils to 59% Non-Disadvantaged pupils.</p> <p>-This objective has been achieved for the academic year 2022 - 2023.</p>



**2.-Over 60% of pupils will achieve Green on the Welcomm screening at the end of Nursery.**

**-Over 80% of pupils will achieve Green on the Welcomm screening at the end of Reception.**

-Speech and Language interventions have had a huge impact on oral skills in EYFS following the Wellcomm screening in September.

-The Speech and Language therapist and TA also support 10 Pupil Premium pupils outside of EYFS

-Trained staff and a Speech and Language Therapist have provided interventions and parents have been supported to carry out talking activities at home.

-The impact will benefit pupils' Literacy skills throughout their time at Old Hall Drive and progress is shown below:

Nursery

September Data

34/43 pupils = 79% (red score)

7/43 pupils = 16% (amber score)

2/43 pupils = 5% (green score)

Summer Data

13/42 pupils = 31% (red score)

7/42 pupils = 17% (amber score)

22/43 pupils = 51% (green score)

Reception

September Data

38/60 pupils = 63% (green score)

Summer Data

45/60 pupils = 75% (green score)

**-These score closely match the targeted outcomes and show lots of progression through EYFS.**

**-Pupil Premium funding has positively impacted upon the oral language skills of Pupil Premium pupils in EYFS.**

**3. 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.**

-Vocabulary teaching has become embedded this year during the Reading Hour in Years 3 – 6

-Pupils are able to talk about words that they have learnt; displays are prominent in classrooms; work is evidenced in books.

-FASE Guided Reading has also been introduced and RWI Spelling continues which will further support vocabulary building

-RWI continues to support in vocabulary building in EYFS – Year 2

-Outcomes are still mixed as the vocabulary teaching will take several years to show impact whereas EYFS is showing the benefits of the consistent RWI approach over the last few years:

Year 1

Reading – 73% Disadvantaged – 80% Non-Disadvantaged

Writing – 53% Disadvantaged – 55% Non-Disadvantaged

Year 2

Reading – 81% Disadvantaged – 68% Non-Disadvantaged

Writing – 62% Disadvantaged – 41% Non-Disadvantaged

Year 3

Reading – 50% Disadvantaged – 59% Non-Disadvantaged  
(9% gap)

Writing – 50% Disadvantaged – 59% Non-Disadvantaged  
(9% gap)

Year 4

Reading – 73% Disadvantaged – 91% Non-Disadvantaged  
(18% gap)

Writing – 49% Disadvantaged – 68% Non-Disadvantaged  
(19% gap)

Year 5

Reading – 35% Disadvantaged – 75% Non-Disadvantaged  
(40% gap)

Writing – 33% Disadvantaged – 75% Non-Disadvantaged  
(42% gap)

Year 6

Reading – 79% Disadvantaged – 92% Non-Disadvantaged  
(13% gap)

	<p>Writing – 68% Disadvantaged – 77% Non-Disadvantaged (9% gap)</p> <ul style="list-style-type: none"> <li>-Generally, assessments show that vocabulary teaching is positively impacting upon English outcomes</li> <li>-Outcomes will further improve this year as vocabulary is embedded into its second full year of teaching</li> <li>-Latin and Word Roots teaching will also begin in Years 5/6 which will further support vocabulary building</li> <li><b>-Year 5 will continue to be a target Pupil Premium year group.</b></li> </ul>
<p><b>-Raised Attainment of Pupil Premium pupils in Reading, Writing and Maths.</b></p>	<p><b><u>1. EYFS, KS1 and KS2 outcomes in 2022/23 will show that disadvantaged pupils are working broadly in line with non-disadvantaged pupils.</u></b></p> <ul style="list-style-type: none"> <li><b>-Data from Nursery 2023, shows that Disadvantaged pupils outperform Non-Disadvantaged pupils in Prime areas:</b></li> <li>Listening (70% - 57%); Speaking (65% - 60%); Self-Regulation (70% - 57%); Building Relationships (65% - 57%); Comprehension (70% - 57%); Word Reading (60 – 52%); Writing (55% - 44%); Number (60% - 57%).</li> <li>-40% of Nursery pupils are on track to achieve Good Level of Development at the end of EYFS. This is 45% Disadvantaged pupils to 35% Non-Disadvantaged pupils.</li> <li><b>-Data from Reception 2023, shows that Disadvantaged pupils outperform Non-Disadvantaged pupils in Prime areas:</b></li> <li>Listening (77% - 63%); Speaking (77% - 63%); Self-Regulation (77% - 60%); Building Relationships (81% - 63%); Comprehension (74% - 59%); Word Reading (74 – 70%); Writing (74% - 63%); Number (74% - 67%).</li> <li>-67% of Reception pupils achieved Good Level of Development at the end of EYFS. This is 74% Disadvantaged pupils to 59% Non-Disadvantaged pupils.</li> <li><b>-Data from KS1 2023, shows that Disadvantaged pupils outperform or are closely matched with Non-Disadvantaged pupils in core subjects:</b></li> <li>Year 1</li> <li>Reading – 73% Disadvantaged – 80% Non-Disadvantaged</li> <li>Writing – 53% Disadvantaged – 55% Non-Disadvantaged</li> <li>Maths – 58% Disadvantaged – 75% Non-Disadvantaged – <i>target area</i></li> </ul>

Year 2

Reading – 81% Disadvantaged – 68% Non-Disadvantaged

Writing – 62% Disadvantaged – 41% Non-Disadvantaged

Maths – 76% Disadvantaged – 82% Non-Disadvantaged

**-Data from KS2 2023, is mixed in core subjects:**

Year 3

Reading – 50% Disadvantaged – 59% Non-Disadvantaged  
(9% gap)

Writing – 50% Disadvantaged – 59% Non-Disadvantaged  
(9% gap)

Maths – 52% Disadvantaged – 65% Non-Disadvantaged  
(13% gap)

Year 4

Reading – 73% Disadvantaged – 91% Non-Disadvantaged  
(18% gap)

Writing – 49% Disadvantaged – 68% Non-Disadvantaged  
(19% gap)

Maths – 46% Disadvantaged – 82% Non-Disadvantaged  
(36% gap)

Year 5

Reading – 35% Disadvantaged – 75% Non-Disadvantaged  
(40% gap)

Writing – 33% Disadvantaged – 75% Non-Disadvantaged  
(42% gap)

Maths – 28% Disadvantaged – 75% Non-Disadvantaged  
(47% gap)

Year 6

Reading – 79% Disadvantaged – 92% Non-Disadvantaged  
(13% gap)

The National gap for Reading was 18% so we have outperformed this

Writing – 68% Disadvantaged – 77% Non-Disadvantaged  
(9% gap)

The National gap for Writing was 19% so we have outperformed this

Maths – 62% Disadvantaged – 92% Non-Disadvantaged  
(40% gap)

The National gap for Maths was 22% so we have not outperformed this

-Pupils in Years 5/6 are clearly still effected by inconsistent teaching and learning during Covid times and have not benefited from the RWI approach which was introduced to younger pupils.

**-Year 5 will continue to be a target Pupil Premium year group.**

**-Maths will be a Pupil Premium target subject**

**2. 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.**

Year 1

Reading – 73% Disadvantaged – 80% Non-Disadvantaged – 7% gap

Pupils making Expected or Better progress in Reading is 79%

Writing – 53% Disadvantaged – 55% Non-Disadvantaged – 2% gap

Pupils making Expected or Better progress in Writing is 71%

Maths – 58% Disadvantaged – 75% Non-Disadvantaged – 17% gap - target area

Pupils making Expected or Better progress in Maths is 71%

**-Disadvantaged pupils in Year 1 have made accelerated progress and the gap has been narrowed between them and Non-Disadvantaged peers.**

**-They will not be a target year group in 2023 – 2024**

Year 4

Reading – 73% Disadvantaged – 91% Non-Disadvantaged (18% gap)

Pupils making Expected or Better progress in Reading is 79%

Writing – 49% Disadvantaged – 68% Non-Disadvantaged (19% gap)

Pupils making Expected or Better progress in Writing is 68%

Maths – 46% Disadvantaged – 82% Non-Disadvantaged (36% gap) – target area

Pupils making Expected or Better progress in Maths is 66%

**-Disadvantaged pupils in Year 4 have made accelerated progress and the gap has been narrowed between them and Non-Disadvantaged peers in Reading and Writing.**

**-They will be monitored in 2023 – 2024 and Disadvantaged Maths gaps will be a Pupil Premium priority.**

Year 5

Reading – 35% Disadvantaged – 75% Non-Disadvantaged (40% gap)

Pupils making Expected or Better progress in Reading is 55%

Writing – 33% Disadvantaged – 75% Non-Disadvantaged (42% gap)

Pupils making Expected or Better progress in Writing is 45%

Maths – 28% Disadvantaged – 75% Non-Disadvantaged (47% gap)

Pupils making Expected or Better progress in Maths is 37%

-Year 5 were greatly impacted this year by inconsistent teaching (3 teachers who have all now left) which has affected their ability to make accelerated progress and narrow the gap with their Non-Disadvantaged peers

**-They have a challenging Disadvantaged makeup:**

15 EAL with 2 little English;

14 SEN pupils plus 3 EHCPs with 1 waiting for specialist;

3 pupils with SEN cause for concern

SEMH 4 pupils with a host of barriers and 2 being supported to avoid exclusion

5 pupils with social care involvement

3 new starters to Year 5

2 traveller pupils both with challenging home lives

4 pupils working with Salford Blocks Project

Variety of differing challenges e.g. bereavement, new to school with Autism, domestic violence, fled a war country

**-Actions for 2023 – 2024 to accelerate progress and narrow the gap between Disadvantaged and Non-Disadvantaged:**

-Morning Catch Up Reading Group (Autumn PH)

-Morning Catch Up Maths Group (Spring PH)

-5 Groups for smaller, intense, quality first teaching

-Change of staffing

-Experienced Year 6 team including two AHTs

-3 Fresh Start groups

-Daily Morning Meetings and retrieval practice embedded

	<ul style="list-style-type: none"> <li>-Writing Sequence re-planned for success</li> <li>-SEN TA to support with interventions and individual programmes</li> <li>-Reading Hour focus</li> <li>-After School Booster group (Spring Term)</li> <li>-Easter School</li> </ul> <p><b>-Year 5 will continue to be a target Pupil Premium year group.</b></p>
<p><b>-To Achieve and Sustain Improved Social and Emotional Wellbeing for Pupil Premium pupils.</b></p>	<p><b><u>Sustained High Levels Of Wellbeing For Pupil Premium Pupils In 2022 - 2023 Is Supported By:</u></b></p> <ul style="list-style-type: none"> <li>-Interventions and targeted support have been provided to support Pupil Premium pupils so they are more able to access the opportunities provided by school and remove any barriers to learning. Support includes:</li> <li>-Access to a school councillor – <b>12 Pupil Premium pupils</b></li> <li>-Access to a family support worker from School Home Support – <b>8 Pupil Premium pupils</b></li> <li>-Access to Kiwi Club - Three groups of six pupils (one term each); - 6 trips each; - Years 4, 5 and 6 = <b>18 Pupil Premium pupils in total</b></li> <li>-Access to the Salford Blocks Programme – Year 5 – 4 Pupil Premium pupils; Year 6 – 2 Pupil Premium pupils = <b>6 Pupil Premium pupils in total</b></li> <li>-Play Therapist – <b>7 Pupil Premium pupils</b></li> <li>-The Nest provision – <b>16 Pupil Premium pupils</b></li> </ul> <p>-Social and Emotional Wellbeing has been embedded further through the WOW Curriculum and interventions run by Glen and Stu:</p> <ul style="list-style-type: none"> <li>-Glu Interventions - <b>20 Pupil Premium pupils</b></li> </ul>

	<p>-Pupil Premium pupils are able to attend Breakfast Club free of charge (<b>50 Pupil Premium pupils</b>) and receive a free school jumper and book bag (EYFS) in September to ensure that all pupils are ready to access learning each day.</p> <p>-As a result of the support that Pupil Premium pupils receive, their attendance has been excellent this year:</p> <p>-Autumn Term – 94% Disadvantaged pupils matching 94% Whole School</p> <p>-Spring Term – 94% Disadvantaged pupils matching 95% Whole School</p> <p>-Summer Term – 93% Disadvantaged pupils matching 94% Whole School</p> <p>-Year End – 94% Disadvantaged pupils matching 94% Whole School</p> <p><b>-Pupil Premium funding has been spent effectively to support pupils with a variety of social and emotional needs, to feel safe and access learning at Old Hall Drive.</b></p>
<p><b>-Raised Participation in Curriculum Enrichment and Extracurricular Activities for Pupil Premium pupils.</b></p>	<p><b><u>Sustained High Levels Of Participation In Disadvantaged Pupils During 2022 - 2023</u></b></p> <p>-Arbor software has made the tracking of clubs easier this year:</p> <ul style="list-style-type: none"> <li>• Wide Variety of Extra Curricular Activities available</li> <li>• Outside Agency and Staff led</li> <li>• Boosters, Catch Up, Reading Club, Pre Teach English and Maths, Handwriting, Fine Motor Skills, Coding, Phonics and Stories</li> <li>• Choir, Steel pans, Creative dance, Drama, Anime, Art, Knitting, Lego</li> <li>• Football (boys and girls), Nature, Orienteering, Forest School</li> <li>• Dream Big Sports, Progressive Sports</li> <li>• <b>65% (148 pupils) of Pupil Premium pupils are accessing one or more extracurricular activity</b> e.g. SS (5DG) Breakfast Club (Daily); Catch Up (Autumn Term); Kiwi (Spring Term); Football Club (Summer Term)</li> <li>• <b>Count of 230 activities being accessed by Pupil Premium pupils (Summer Term)</b></li> <li>• <b>35% (81 pupils) Pupil Premium pupils did not access an extracurricular activity this year.</b></li> </ul>



	<p>-Lists have been prepared of Pupil Premium pupils to target in Autumn 2023 to encourage their uptake of extracurricular activities</p> <p>-Parents will be able to log on to Arbor to book clubs from September 2023 which will greatly increase participation further.</p> <p>-Arbor will continue to support with the tracking of Disadvantaged pupils accessing extracurricular activities.</p> <p>-School trips have also been funded so Pupil Premium pupils can attend without financial difficulties. This will have a lifelong impact and focuses on developing the 'whole child', as well as adding to the enjoyment of school.</p> <p>-Examples of trips are: Cockfields Farm in Nursery; Blackpool Zoo for Reception; Debdale Park for Year 1; Blue Planet Aquarium for Year 2; Debdale Outdoor Centre (Canoeing) for Years 3 and 4; Bramhall Hall for Year 5; Manley Mere for Year 6.</p> <p><b>-Pupil Premium funding has been spent effectively to provide curriculum enrichment and extracurricular activities for Pupil Premium pupils, supporting their wellbeing and developing them holistically.</b></p> <p><b>-Pupils have experienced a wide range of memorable and valuable experiences this year which has impacted positively on their learning.</b></p>
<p><b>-Opportunities to Develop High Aspirations, with regards to Further Education and Career Options, for Pupil Premium Pupils</b></p>	<p><b><u>Sustained High Levels Of Participation In Disadvantaged Pupils During 2022 - 2023</u></b></p> <p>-All pupils took part in aspiration/enterprise activities during the Summer 2 WOW Curriculum</p> <p>-Year 2 ran a successful Enterprise Fair where Parents/Carers bought items and profits were used for end of year treats</p> <p>-Years 2 and 6 had visits from the Fire Brigade, one of whom is an Old Hall Drive past pupil</p> <p>-All Year 5 pupils participated in the Positive Footprints Programme which allowed them to find out more and sample many different kinds of future careers. They had many zoom interactions, for example with a brain surgeon; poet; footballer and mechanic. They also had a visit in school from some tree surgeons.</p>

-Year 5 worked on a Design Technology Project (3D printer and wood work) with Cedar Mount High School preparing the pupils for future experiences at high school

-Year 6 were involved in the Cedar Mount Showcase and experienced: singing, dancing, cheer leading, choir, orchestra and drama examples, preparing them for future experiences at high school.

-Year 6 pupils were involved in the Newswise Project which taught them about the career of journalism and meet professional journalists. Pupils had their pieces published on the Guardian website.

-Ten Year 5 pupils took part in the Bursary Foundation Tuition programme and will continue this until December 2023. Six of these pupils are Disadvantaged but all were financially means tested by the charity and classed as low income by their expectations.

-All ten of these pupils participated in Summer Schools run at Withington Girls School and Manchester Grammar School.

-Seven of these pupils have already sat the Trafford 11+ exams and all ten will sit exams for Grammar Schools in the Autumn Term.

-Six Year 6 pupils took part in the Bursary Foundation Tuition programme this year. Four of these pupils are Disadvantaged but all were financially means tested by the charity and classed as low income by their expectations.

-One of these pupils achieved a full bursary scholarship for Oldham Hulme Grammar School and will be joining there in September 2023.

-Another of these pupils passed the Trafford 11+ examination and will be attending Sale Grammar in September 2023.

**-Pupil Premium pupils are given opportunities to develop high aspirations, with regards to Further Education and Career Options through Pupil Premium funding.**