

Pupil premium strategy statement 2021 - 2022

School overview

Metric	Data
School name	Old Hall Drive Academy
Pupils in school	407
Proportion of disadvantaged pupils	207 pupils = 51%
Pupil premium allocation this academic year	£278, 415
Academic year or years covered by statement	2021/2022
Publish date	1 st July 2021
Review date	1 st July 2022
Statement authorised by	Hayley Brooker
Pupil premium lead	Amanda Hatton
Governor lead	Carol Masters

Disadvantaged pupil progress scores for last academic year (2019)

Measure	Score
Reading 2019	5.72
Writing 2019	1.11
Maths 2019	3.02

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 2019	70% (Combined)
Achieving high standard at KS2 2019	10% (Combined)

Measure	Activity
Priority 1	Raise the Attainment of Pupil Premium Pupils in Reading, Writing and Maths (Pupils make good progress; outcomes are Expected or above for their year group; outcomes are in line with National Average)
Priority 2	Improve Oral Language Skills of Pupil Premium Pupils in EYFS 86% of pupils will be assessed as 'green' in July 2022 on the Wellcomm Speech and Language Programme
Priority 3	To Accelerate the Progress of Year 1 – 3 Pupil Premium Pupils in Phonics

	Read Write Inc training will be provided to all KS2 staff to support with Literacy and Phonics acceleration for pupils who have not left KS1 at Expected levels.
Priority 4	Provide Social and Emotional Wellbeing Support to Pupil Premium Pupils
Priority 5	Provide Curriculum Enrichment and Extracurricular Activities for Pupil Premium Pupils
Projected spending	£327,872 (over spend of £49,457)

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve at least National Average Progress (0) and Attainment Scores. Progress measure July 2022 – 4.1	July 2022
Progress in Writing	Achieve at least National Average Progress (0) and Attainment Scores. Progress measure July 2022 – 0.9	July 2022
Progress in Mathematics	Achieve at least National Average Progress (0) and Attainment Scores. Progress measure July 2022 – 3.4	July 2022
Phonics	82% of Year 1 pupils to pass the Phonics Screening Check– in line with National Average 71% of Year 1 children passed the phonics screening check – July 2022	July 2022
To increase the number of pupils achieving GLD to be in line with National Expectations	To increase GLD outcomes to be in line with National Average (71.8%) from 2019. Pupil Premium pupils will make accelerated progress and achieve in line with their peers.	July 2022

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Measure	Activity
Priority 1 Raise the Attainment of Pupil Premium Pupils in Reading, Writing and Maths	Highly skilled members of staff (AH, CS, CA, LT, CA, LC, BP) will provide additional support to small groups to accelerate progress thus reducing the attainment gap. Bursary Foundation will tutor a group of 8 Year 5 pupils to support in raising the attainment of high ability PP pupils.

	<p>After School Booster sessions and Easter School will support PP pupils in Year 6 to reduce the attainment gap.</p> <p>Phonics training will be provided for all members of KS2 staff to support pupils who did not pass the Phonics Screening Check in Years 1/2 and continue to support SEN, EAL and new arrivals to school with their Literacy skills.</p>
Barriers to learning these priorities address	<p>Many Pupil Premium pupils enter school with lower starting points which increases the difficulty of supporting pupils to reach the Expected standard for their chronological ages at the end of EYFS, KS1 and KS2.</p> <p>Pupils have missed significant periods of time off school due to Covid 19 and this increases the gap between their knowledge and end of year expectations.</p>
Projected spending	197,898

Targeted academic support for current academic year

Measure	Activity
Priority 2 Improve Oral Language Skills of Pupil Premium Pupils in EYFS	<p>86% of pupils will be assessed as 'green' in July 2022 on the Wellcomm Speech and Language Programme.</p> <p>Staff will undergo ELKAN training to support with Speech and Language interventions.</p>
Priority 3 To Accelerate the Progress of Year 1 – 3 Pupils in Phonics	<p>Read Write Inc training will be provided to all KS2 staff to support with Literacy and Phonics acceleration for pupils who have not left KS1 at Expected levels.</p> <p>A RWI Catch Up programme will be introduced into KS2 with the target of 92% of Year 3 pupils having passed the Phonics Screening Check by July 2022.</p>
Barriers to learning these priorities address	<p>Pupils at Old Hall Drive score poorly on Wellcomm in Nursery and Reception, showing that they need further support with their speech, language and communication skills.</p> <p>Many of our parents find it difficult to engage with Speech and Language services and attendance at appointments is low. Therapy in school has proven to be far more effective.</p>

	Some pupils leave KS1 Working Towards expectations and others don't pass the Phonics Screening Check. Previously, KS2 staff have not had the high level of training necessary to support these pupils effectively.
Projected spending	£32,685

Wider strategies for current academic year

Measure	Activity
Priority 4 Provide Social and Emotional Wellbeing Support to Pupil Premium Pupils	<p>Interventions and targeted support will be provided to support Pupil Premium pupils so they are more able to access the opportunities provided by school and remove any barriers to learning.</p> <p>School will provide support to meet pupils' specific needs including: Kiwi Club; Nurture Room; Nurture Interventions; School Counsellor; Play Therapist; Place2Be training and resources; mindfulness.</p> <p>Social and Emotional Wellbeing will be embedded further through the WOW Curriculum and the support of Commandos and their interventions with identified pupils.</p> <p>Pupil Premium pupils will be able to attend Breakfast Club free of charge and will receive a school jumper and book bag in September to ensure that all pupils are ready to access learning each day.</p>
Priority 5 Provide Curriculum Enrichment and Extracurricular Activities for Pupil Premium Pupils	<p>Pupils will benefit from curriculum enrichment opportunities and therefore develop a better understanding of the curriculum. Special incentive days will be arranged to promote pupil thirst for knowledge which will impact on their progress and attainment.</p> <p>School trips and extracurricular activities will be funded so Pupil Premium pupils can attend without financial difficulties. This will have a lifelong impact and will focus on developing the 'whole child', as well as adding to the enjoyment of school.</p>
Barriers to learning these priorities address	<p>Increasingly, pupils' social and emotional needs have become more significant at Old Hall Drive. In most cases, these needs must be met first, before a pupil can begin to access learning opportunities in the classroom.</p>

	<p>Providing a wide range of interventions and support will mean that Pupil Premium pupils are better able to focus on learning once inside the classroom.</p> <p>Many of our pupils do not have the opportunity to participate in enrichment or extracurricular activities outside of school. It is important for Old Hall Drive to provide these opportunities to support with pupil wellbeing and develop them holistically. Pupils will experience a wide range of memorable and valuable experiences each year.</p> <p>Covid 19 has meant that most enrichment and extracurricular activities have been halted in recent times so it is extra important that we can offer these opportunities to our pupils to improve their life chances.</p>
Projected spending	£97,289

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring prioritised teaching time for core subjects and Phonics across the key stages.</p> <p>Identify high quality appropriate CPD for staff and the subsequent impact upon learner progress.</p>	<p>Timetables will be reviewed each half term.</p> <p>Data will be monitored to ensure pupils are making accelerated progress.</p> <p>Interventions and pupils will be changed as appropriate to ensure progress.</p> <p>Data and interventions to be monitored by Phase Leaders each half term.</p> <p>Streaming/small groups to take place in year groups with additional staffing. This will be continuously monitored by Phase Leaders to ensure accelerated progress.</p> <p>Use of INSET days, staff meetings and additional cover to refine and embed teaching programmes and interventions.</p>

<p>Targeted support</p>	<p>Ensure staff are confident to deliver speech and language interventions after EKLAN and Welcomm training.</p> <p>Engaging parents to support with speech and language activities at home.</p> <p>Ensure staff are confident to deliver Read Write Inc after training.</p> <p>Ensure that timetables and staffing allow for RWI groups to happen across school to ensure suitable streaming.</p>	<p>INSET days, staff meetings and phase meetings allow staff time to practice new skills and prepare resources.</p> <p>Staff will also be supported by the school speech and language therapist and other experienced staff who are already confident in the delivery of these interventions.</p> <p>Staff can observe these interventions being run and work through a modelling/buddy system until they develop confidence and embed the new training.</p> <p>Phase Leader/SEND/CO/Speech and Language therapist to monitor interventions and provide feedback and support as necessary.</p> <p>This also applies for the Read Write Inc training, except it will be the English Leads and Phase Leaders who will be providing support and monitoring this approach.</p> <p>School will provide parents with drop ins; activity mornings and zoom sessions to support them with delivering speech and language activities/games at home. Class Teachers and Speech and Language therapist will check in with parents and provide additional support and resources where necessary.</p> <p>Timetables will be reviewed each half term and wherever possible will allow for the streaming across school of RWI.</p>
<p>Wider strategies</p>	<p>Further periods of isolation or lockdowns will prevent social and emotional wellbeing interventions taking place.</p> <p>Increased need for social and emotional wellbeing</p>	<p>Wherever possible, social and emotional wellbeing interventions will continue through zoom or door step visits for the most vulnerable pupils.</p> <p>These pupils would also be targeted for Lockdown School in the event of any further</p>

	<p>interventions as more pupils are being identified for support.</p> <p>Further periods of isolation or lockdowns will prevent trips, visitors and clubs taking place.</p>	<p>lockdowns so their interventions could continue to take place within school.</p> <p>Staff training will enable more staff to deliver wellbeing interventions meaning more pupils can access support.</p> <p>Whole class mindfulness sessions will continue to take place daily and Place2be sessions and resources will also be introduced meaning all pupils will have techniques and practices they can draw on independently where possible.</p> <p>The WOW curriculum will continue to support pupils with developing strategies to support with creating a Healthy Body and a Healthy Mind and this will be further embedded with missions and interventions run by the Commandos.</p> <p>Outdoor trips, visitors and clubs will continue wherever possible to ensure pupils are receiving extracurricular and enhancement activities until indoor events can be arranged.</p> <p>Pupil Premium attendance for enhancement activities and extracurricular clubs will be monitored and parents supported as appropriate.</p> <p>School will support with the purchase of PE kits and trainers to support families with financial concerns.</p>
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Review: This year's aims and outcomes

Aim	Outcome
<p>Raise the Attainment of Pupil Premium Pupils in Reading, Writing and Maths</p>	<p>Staff and pupils have worked tirelessly throughout Old Hall Drive to accelerate</p>

progress and narrow the gap between Pupil Premium and Non Pupil Premium pupils. Additional staff have meant that extra small groups, 1:1 sessions, boosters and interventions have taken place.

Nursery

28% of pupils are on track for reaching GLD at the end of EYFS.

This is 26% PP and 30% NPP so the gap is insignificant.

Reception

63% of pupils reached GLD at the end of EYFS.

This is 54% PP and 80% NPP so this gap will continue to be targeted in Year 1.

Year 1 Phonics

71% of pupils passed the Phonics Screening Check.

75% of all Pupil Premium pupils passed the check.

Year 2 Phonics including Resits

93% of the cohort passed the Phonics Screening Check.

44% of these were through the resits.

95% of all Pupil Premium pupils passed the check.

Year 2 SATs

Reading - 71% at Expected or above
73% PP to 68% NPP

Writing – 59% at Expected or above
59% PP to 59% NPP

Maths – 69% at Expected or above
54% PP to 59% NPP

Combined – 56% at Expected or above
54% PP to 59% NPP

Gaps between PP and NPP are insignificant.

Year 6 SATs

Reading - 78% at Expected or above
76% PP to 88% NPP

Writing – 68% at Expected or above
65% PP to 75% NPP

Maths – 75% at Expected or above
70% PP to 84% NPP

Combined – 65% at Expected or above
56% PP to 75% NPP

Gaps between PP and NPP are insignificant except for the Combined.

It is evident that Pupil Premium funding has been used to target gaps between the Pupil Premium and Non Pupil Premium pupils.

<p>Improve Oral Language Skills for pupils eligible for PP in EYFS classes.</p>	<p>Speech and Language interventions have had a huge impact on oral skills in EYFS following the Wellcomm screening in September. Trained staff and the Speech and Language therapist have provided interventions and parents have been supported with carrying out talking activities at home.</p> <p>The impact will benefit pupils' Literacy skills throughout their time at Old Hall Drive and progress is shown below:</p> <p><u>Nursery</u> <u>September Data</u> 26/50 pupils = 52% (red score) 15/50 pupils = 30% (amber score) 9/50 pupils = 18% (green score)</p> <p><u>Summer Data</u> 10/50 pupils = 20% (red score) 9/50 pupils = 18% (amber score) 31/50 pupils = 62% (green score)</p> <p><u>Reception</u> <u>September Data</u> 38/60 pupils = 63% (green score)</p> <p><u>Summer Data</u> 45/60 pupils = 75% (green score)</p> <p>Pupil Premium funding has positively impacted upon the oral language skills of PP pupils in EYFS.</p>
<p>To Accelerate the Progress of Year 1 – 3 Pupils in Phonics</p>	<p>The introduction of the protected English hour at the beginning of the school day has ensured that Phonics has been a priority from EYFS – Year 3 this year. All new and Year 3 and 4 staff have received high quality training and coaching to ensure that teaching is of a high standard.</p> <p>This is evident in the end of year data:</p> <p><u>Year 1 Phonics</u> 71% of pupils passed the Phonics Screening Check. 75% of all Pupil Premium pupils passed the check. <u>Year 2 Phonics including Resits</u></p>

	<p>93% of the cohort passed the Phonics Screening Check. 44% of these were through the resits. 95% of all Pupil Premium pupils passed the check.</p> <p>Years 3 and 4 have also been teaching Phonics this year to catch pupils up who missed this teaching during Covid.</p> <p><u>Year 3</u> Reading - 59% at Expected 38% PP to 85% NPP Writing – 56% at Expected 38% PP to 78% NPP</p> <p><u>Year 4</u> Reading - 57% at Expected 41% PP to 77% NPP Writing – 57% at Expected 38% PP to 81% NPP</p> <p>It is clear that missing Phonics teaching during Covid has increased the gap between Pupil Premium and Non Pupil Premium pupils so this will continue to be a target area in September. The Fast Track Tutoring will support pupils in small groups from September to accelerate progress and keep up with the cohort up to Year 4 and Fresh Starts is in place for Years 5 and 6 as an intervention for pupils not secure in their Phonics.</p> <p>Pupil Premium Funding has accelerated the progress in Phonics in EYFS and KS1 and interventions are in place to support with catch up in KS2.</p>
<p>Provide Social and Emotional Wellbeing Support to Pupil Premium Pupils</p>	<p>Increasingly, pupils’ social and emotional needs have become more significant at Old Hall Drive. In most cases, these needs must be met first, before a pupil can begin to access learning opportunities in the classroom.</p> <p>Providing a wide range of interventions and support will mean that Pupil Premium pupils are better able to focus on learning once inside the classroom.</p> <p>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.</p>

	<p>School has provided support to meet pupils' specific needs including: Kiwi Club; Nurture Room; Nurture Interventions; Nest; School Counsellor; Play Therapist; Place2Be training and resources; mindfulness; chair yoga.</p> <p>Social and Emotional Wellbeing has been embedded further through the WOW Curriculum and the support of Glen and Stu and their interventions with identified pupils.</p> <p>Pupil Premium pupils have been able to attend Breakfast Club free of charge and received a school jumper and book bag in September to ensure that all pupils are ready to access learning each day.</p> <p>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.</p>
<p>Provide Curriculum Enrichment and Extracurricular Activities for Pupil Premium Pupils</p>	<p>Many of our pupils do not have the opportunity to participate in enrichment or extracurricular activities outside of school. It is important for Old Hall Drive to provide these opportunities to support with pupil wellbeing and develop them holistically.</p> <p>Covid 19 has meant that most enrichment and extracurricular activities have been halted in recent times so it is extra important that we can offer these opportunities to our pupils to improve their life chances.</p> <p>Pupils have benefited from curriculum enrichment opportunities and therefore developed a better understanding of the curriculum. Special incentive days, for example Roman Day in Year 5 and Victorian day in Year 2, have been arranged to promote pupil thirst for knowledge which has impacted on their progress and attainment.</p>

School trips and extracurricular activities have been funded so Pupil Premium pupils can attend without financial difficulties. This will have a lifelong impact and will focus on developing the 'whole child', as well as adding to the enjoyment of school. Such trips have been Reddish Vale Farm for Nursery; Blackpool Zoo for Reception; Blue Planet Aquarium for Year 2; Forest School for Years 3 and 4; Bramhall Hall for Year 5; Manley Mere for Year 6. All classes have visited Gorton Library and had access to lunchtime and after school clubs run by Progressive Sports and Glen and Stu. There has also been a choir after school this year and a games club for KS1. Further clubs and visits have already been planned for next year.

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. Pupils have experienced a wide range of memorable and valuable experiences this year which has impacted positively on their learning.