



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)

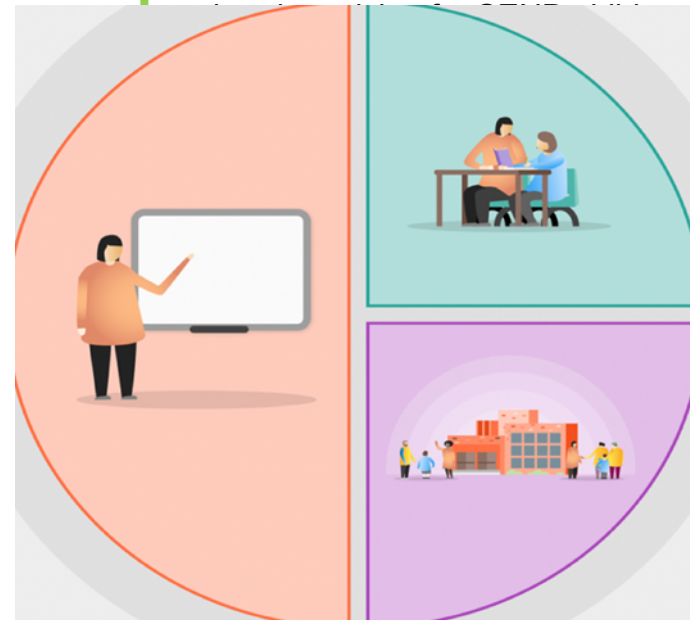
A Tiered Approach

1 Teaching

- Additional staff deployed to reduce class sizes in core subjects
- School day extended for most children
- Diagnostic assessment and gap analysis used to identify the impact of Covid on learning
- Whole school focus on Speech and language / oracy and vocabulary development.
- Knowledge rich and skills based curriculum
- High quality staff CPD – ACEs, ASD, De-escalation, Instructional coaching, EAL
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2. Targeted academic support

- Highly trained experience Teachers delivering daily interventions / catch up sessions for children who have fallen furthest behind in Reading, phonics and Maths
- Nurture / SEMH unit 'The Nest' to provided tai-



- Use instructional coaching to ensure teachers are focused on closing gaps
- Staff wellbeing / Mental Health pledge – It's ok to not be ok, signposting staff to agencies
- Counsellor and Play Therapist
- Parental forum to provide a network of support for parents
- Clear lines of communication



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.	July 2022
Progress in Writing	Achieve at least National Average Progress (0) and Attainment Scores.	July 2022
Progress in Mathematics	Achieve at least National Average Progress (0) and Attainment Scores.	July 2022
Phonics	82% of Year 1 pupils to pass the Phonics Screening Check– in line with National Average	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.	July 2022

	Pupil Premium pupils will make accelerated progress and achieve in line with their peers.	
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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	<p>Revised staffing structure to enable highly skilled members of staff (AH, CS, CA, LT, CA, LC, BP) to provide additional support to small groups to accelerate progress thus reducing the attainment gap. <i>'evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils'</i> EEF</p> <hr/> <p>Bursary Foundation will tutor a group of 8 Year 5 pupils to support in raising the attainment of high ability PP pupils.</p> <p>Before / after School Booster sessions and Easter School will support PP pupils in Year 6 to reduce the attainment gap.</p> <p>High quality CPD in Phonics and early reading 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. <i>Great teaching is the most important lever schools have to improve outcome...improving the quality of teaching ...is always supported by high quality professional development'</i> EEF</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
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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>SALT to support staff by providing advice and guidance thus raising attainment</p> <p>Staff will undergo NELI / ELKAN training to support with Speech and Language interventions.</p> <p><i>Oral language skills form a crucial foundation for thinking, learning and social interaction...oral language ability during the early years is one of the strongest predictors of success in literacy, numeracy and later employment as well as wellbeing'</i> EEF</p>
Priority 3 To use a systematic approach to reading and phonics 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>RWI KS2 catch up programme to be embedded with pupils to accelerate progress and address gaps in learning.</p> <p>92% of year 3 pupils who did not meet expected standard in year 2 to meet phonic screening threshold.</p>
Barriers to learning these priorities address	<p>The majority of pupils enter Old Hall Drive significantly below age related expectations. This is particularly prevalent within the area of language and communication for disadvantage pupils, thus why they score poorly on Wellcomm in Nursery and Reception.</p> <p>Left unchallenged, the gap in attainment would widen throughout the child's education.</p> <p>Parents are not always equipped to support pupils at home and pupils are not exposed to Tier 2 vocabulary.</p> <p>Transition to school – a high percentage of pupils have not attended any prior setting.</p> <p>Gaps in learning due to the pandemic and interrupted schooling</p>
Projected spending	£32,685

Wider strategies for current academic year

Measure	Activity
<p>Priority 4</p> <p>Provide Social and Emotional Wellbeing Support to Pupil Premium Pupils</p>	<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><i>Research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health (EEF, Improving Social and Emotional learning in schools)</i></p> <p>Pupil Premium pupils will have access to Breakfast Club free of charge and will receive a school jumper and book bag in September to foster a sense of belonging and ensure that all pupils are ready to access learning each day.</p>
<p>Priority 5</p> <p>Provide Curriculum Enrichment and Extracurricular Activities for Pupil Premium Pupils</p>	<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>
<p>Barriers to learning these priorities address</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 able to focus better 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>
Targeted support	Ensure staff are confident to deliver speech and language interventions after EKAN and	INSET days, staff meetings and phase meetings allow staff time to practice new skills and

	<p>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>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.</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 interventions as more pupils are being identified for support.</p> <p>Further periods of isolation or</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 lockdowns so their interventions could continue to take place within school.</p>

	<p>lockdowns will prevent trips, visitors and clubs taking place.</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: last year's aims and outcomes

Aim	Outcome
<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</p>

	<p>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.</p> <p><u>Nursery</u> September Data - 19/48 pupils = 40% (green score) Predicted Summer Data - 38/48 pupils = 79% (green score)</p> <p><u>Reception</u> September Data - 19/48 pupils = 40% (green score) Predicted Summer Data - 38/48 pupils = 79% (green score)</p>
<p>Improve the % of pupils who are eligible for PP that attain Expected Standard in Writing at the end of KS1.</p> <p>Improve the % of pupils who are eligible for PP that attain Greater Depth in Writing at the end of KS2.</p>	<p>Staff and pupils have worked tirelessly throughout KS1 to accelerate progress and narrow the gap between Pupil Premium and Non Pupil Premium pupils. Additional staff have meant that extra small groups, 1:1 sessions and interventions have taken place. Staff are also confident with the Read Write Inc programme and this is positively contributing to pupil progress.</p> <p><u>September Data</u> Year 2 Reading – 31% PP compared to 67% NPP. Year 2 Writing – 34% PP compared with 59% NPP.</p> <p><u>July Data</u> Year 2 Reading – 31% PP compared to 67% NPP. Year 2 Writing – 34% PP compared with 59% NPP.</p> <p>Pupil Premium pupils have attained well and the gap has narrowed between Pupil Premium and Non Pupil Premium pupils which will greatly support them in their journey in KS2.</p> <p>Again, staffing in KS2 has allowed extra small group support in Year 6 meaning targeted support and interventions for pupils. Despite missing out on Booster sessions and Easter School this year, Year 6 pupils have still made excellent</p>

	<p>progress.</p> <p><u>September Data</u></p> <p>Year 6 Reading – 38% PP compared to 65% NPP.</p> <p>Greater Depth – 6% PP compared with 23% NPP.</p> <p>Year 6 Writing – 32% PP compared with 58% NPP.</p> <p>No pupils judged as Greater Depth.</p> <p><u>July Data</u></p> <p>Year 6 Reading – 63% PP compared to 77% NPP.</p> <p>Greater Depth – 17% (6 pupils) PP compared with 42% (11 pupils) NPP.</p> <p>Year 6 Writing – 51% PP compared with 73% NPP.</p> <p>Greater Depth – 6% (2 pupils) PP compared with 15% (4 pupils) NPP.</p> <p>Attainment for Pupil Premium pupils is good at the end of Year 6 and progress is evident from September.</p> <p>Gaps between Pupil Premium and Non Pupil Premium pupils have diminished in Reading and Writing although this will continue to be monitored next year.</p>
<p>Writing – Ensure that by the end of KS2, progress of pupils eligible for PP is at least in line with National Average progress.</p>	<p>Progress data is not available for KS2 as SATs have not taken place this year.</p> <p>Attainment progress can be seen though with Pupil Premium pupils working at Expected in Writing increasing from 32% in September to 51% in July, despite a period of Lockdown.</p> <p>Pupil Premium Greater Depth for Writing has increased from 0% to 6%.</p>
<p>Continue to support our pupils and families to improve attendance rates and punctuality so that the gap in attendance rates is diminished between those eligible for PP and those that are not eligible.</p>	<p>-Attendance rates continue to improve throughout school despite the impact of Covid 19.</p> <p>-Although Pupil Premium attendance has dropped slightly from 95.41% to 94.89% from the Autumn to the Summer Term, this dropped is also mirrored for Non Pupil Premium pupils.</p> <p>-Authorised absences for Pupil Premium pupils has increased from 3.20% to 3.93% which means work on reporting absences is having an impact. This also means that Unauthorised absences have</p>

	<p>decreased from 1.39% to 1.18% for Pupil Premium pupils.</p> <ul style="list-style-type: none">-Lateness has also decreased for Pupil Premium pupils. (0.22% – 0.21%)-All staff are aware of the pupils in their class that are eligible for PP and have attendance issues and can effectively signpost families for support.-Full time Attendance Lead enables absences to be quickly followed up with first day response provision and home visits as appropriate.-Attendance is monitored weekly by the school attendance officer and discussed with the Principal.-Further support is provided by the Family Worker as appropriate.-Attendance is discussed termly at the Board of Governors meeting as it is a key priority.-Free Breakfast Club places are offered to PP pupils.-Free school jumpers and book bags are provided as necessary.-Incentives and certificates are used to engage and motivate pupils.-Families continue to positively evaluate support they are given regarding attendance.
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