



Old Hall Drive – Pupil Premium Review -2022 – 2023

Intended outcome	Achieved Outcome
<p>-Improved Oral Language Skills of Pupil Premium pupils in EYFS. -Improved Vocabulary of Pupil Premium pupils throughout school.</p>	<p><u>1. Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils in EYFS.</u></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: Listening (70% - 57%); Speaking (65% - 60%); 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: Listening (77% - 63%); Speaking (77% - 63%); 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.</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)



	<p><u>Year 5</u> Reading – 35% Disadvantaged – 75% Non-Disadvantaged (40% gap) Writing – 33% Disadvantaged – 75% Non-Disadvantaged (42% gap)</p> <p><u>Year 6</u> Reading – 79% Disadvantaged – 92% Non-Disadvantaged (13% gap) Writing – 68% Disadvantaged – 77% Non-Disadvantaged (9% gap)</p> <p>-Generally, assessments show that vocabulary teaching is positively impacting upon English outcomes -Outcomes will further improve this year as vocabulary is embedded into its second full year of teaching -Latin and Word Roots teaching will also begin in Years 5/6 which will further support vocabulary building -Year 5 will continue to be a target Pupil Premium year group.</p>
<p>-Raised Attainment of Pupil Premium pupils in Reading, Writing and Maths.</p>	<p><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></p> <p>-Data from Nursery 2023, shows that Disadvantaged pupils outperform Non-Disadvantaged pupils in Prime areas: 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%). -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 Prime areas: 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%). -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>-Data from KS1 2023, shows that Disadvantaged pupils outperform or are closely matched with Non-Disadvantaged pupils in core subjects:</p> <p><u>Year 1</u> Reading – 73% Disadvantaged – 80% Non-Disadvantaged Writing – 53% Disadvantaged – 55% Non-Disadvantaged Maths – 58% Disadvantaged – 75% Non-Disadvantaged – target area</p> <p><u>Year 2</u> Reading – 81% Disadvantaged – 68% Non-Disadvantaged Writing – 62% Disadvantaged – 41% Non-Disadvantaged Maths – 76% Disadvantaged – 82% Non-Disadvantaged</p> <p>-Data from KS2 2023, is mixed in core subjects:</p> <p><u>Year 3</u> Reading – 50% Disadvantaged – 59% Non-Disadvantaged (9% gap) Writing – 50% Disadvantaged – 59% Non-Disadvantaged (9% gap) Maths – 52% Disadvantaged – 65% Non-Disadvantaged (13% gap)</p> <p><u>Year 4</u> Reading – 73% Disadvantaged – 91% Non-Disadvantaged (18% gap) Writing – 49% Disadvantaged – 68% Non-Disadvantaged (19% gap) Maths – 46% Disadvantaged – 82% Non-Disadvantaged (36% gap)</p> <p><u>Year 5</u> Reading – 35% Disadvantaged – 75% Non-Disadvantaged (40% gap) Writing – 33% Disadvantaged – 75% Non-Disadvantaged (42% gap) Maths – 28% Disadvantaged – 75% Non-Disadvantaged (47% gap)</p> <p><u>Year 6</u> 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)</p>
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	<p>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</p> <p>-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.</p> <p>-Year 5 will continue to be a target Pupil Premium year group. -Maths will be a Pupil Premium target subject</p> <p><u>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.</u></p> <p><u>Year 1</u> 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</p> <p><u>Year 4</u> 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%</p>
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	<p>Maths – 46% Disadvantaged – 82% Non-Disadvantaged (36% gap) – target area Pupils making Expected or Better progress in Maths is 66%</p> <p>-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.</p> <p>-They will be monitored in 2023 – 2024 and Disadvantaged Maths gaps will be a Pupil Premium priority.</p> <p><u>Year 5</u></p> <p>Reading – 35% Disadvantaged – 75% Non-Disadvantaged (40% gap) Pupils making Expected or Better progress in Reading is 55%</p> <p>Writing – 33% Disadvantaged – 75% Non-Disadvantaged (42% gap) Pupils making Expected or Better progress in Writing is 45%</p> <p>Maths – 28% Disadvantaged – 75% Non-Disadvantaged (47% gap) Pupils making Expected or Better progress in Maths is 37%</p> <p>-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</p> <p>-They have a challenging Disadvantaged makeup:</p> <p>15 EAL with 2 little English;</p> <p>14 SEN pupils plus 3 EHCPs with 1 waiting for specialist;</p> <p>3 pupils with SEN cause for concern</p> <p>SEMH 4 pupils (LR, TJ, HTK, MR) with a host of barriers and 2 being supported to avoid exclusion</p> <p>5 pupils with social care involvement</p> <p>3 new starters to Year 5 (CC, LW, TSCJ)</p> <p>2 traveller pupils both with challenging home lives</p> <p>4 pupils working with Salford Blocks Project</p> <p>Variety of differing challenges e.g. bereavement, new to school with Autism, domestic violence, fled a war country</p>
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	<p>-Actions for 2023 – 2024 to accelerate progress and narrow the gap between Disadvantaged and Non-Disadvantaged:</p> <ul style="list-style-type: none">-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-Writing Sequenced re-planned for success-SEN TA to support with interventions and individual programmes-Reading Hour focus-After School Booster group (Spring Term)-Easter School <p>-Year 5 will continue to be a target Pupil Premium year group.</p>
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<p>-To Achieve and Sustain Improved Social and Emotional Wellbeing for Pupil Premium pupils.</p>	<p><u>Sustained High Levels Of Wellbeing For Pupil Premium Pupils In 2022 - 2023 Is Supported By:</u></p> <ul style="list-style-type: none">-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:<ul style="list-style-type: none">-Access to a school councillor – 12 Pupil Premium pupils-Access to a family support worker from School Home Support – 8 Pupil Premium pupils-Access to Kiwi Club - Three groups of six pupils (one term each); - 6 trips each; - Years 4, 5 and 6 = 18 Pupil Premium pupils in total-Access to the Salford Blocks Programme – Year 5 – 4 Pupil Premium pupils; Year 6 – 2 Pupil Premium pupils = 6 Pupil Premium pupils in total-Play Therapist – 7 Pupil Premium pupils-The Nest provision – 16 Pupil Premium pupils-Social and Emotional Wellbeing has been embedded further through the WOW Curriculum and interventions run by Glen and Stu:<ul style="list-style-type: none">-Glu Interventions - 20 Pupil Premium pupils-Pupil Premium pupils are able to attend Breakfast Club free of charge (50 Pupil Premium pupils) and receive a free school jumper and book bag (EYFS) in September to ensure that all pupils are ready to access learning each day.-As a result of the support that Pupil Premium pupils receive, their attendance has been excellent this year:<ul style="list-style-type: none">-Autumn Term – 94% Disadvantaged pupils matching 94% Whole School-Spring Term – 94% Disadvantaged pupils matching 95% Whole School-Summer Term – 93% Disadvantaged pupils matching 94% Whole School-Year End – 94% Disadvantaged pupils matching 94% Whole School
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	<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>-Raised Participation in Curriculum Enrichment and Extracurricular Activities for Pupil Premium pupils.</p>	<p><u>Sustained High Levels Of Participation In Disadvantaged Pupils During 2022 - 2023</u></p> <p>-Arbor software has made the tracking of clubs easier this year:</p> <ul style="list-style-type: none"> • Wide Variety of Extra Curricular Activities available • Outside Agency and Staff led • Boosters, Catch Up, Reading Club, Pre Teach English and Maths, Handwriting, Fine Motor Skills, Coding, Phonics and Stories • Choir, Steel pans, Creative dance, Drama, Anime, Art, Knitting, Lego • Football (boys and girls), Nature, Orienteering, Forest School • Dream Big Sports, Progressive Sports • 65% (148 pupils) of Pupil Premium pupils are accessing one or more extracurricular activity e.g. SS (5DG) Breakfast Club (Daily); Catch Up (Autumn Term); Kiwi (Spring Term); Football Club (Summer Term) • Count of 230 activities being accessed by Pupil Premium pupils (Summer Term) • 35% (81 pupils) Pupil Premium pupils did not access an extracurricular activity this year. <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>-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.</p> <p>-Pupils have experienced a wide range of memorable and valuable experiences this year which has impacted positively on their learning.</p>
<p>-Opportunities to Develop High Aspirations, with regards to Further Education and Career Options, for Pupil Premium Pupils</p>	<p><u>Sustained High Levels Of Participation In Disadvantaged Pupils During 2022 - 2023</u></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> <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</p> <p>-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.</p>



	<p>-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.</p> <p>-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.</p> <p>-All ten of these pupils participated in Summer Schools run at Withington Girls School and Manchester Grammar School.</p> <p>-Seven of these pupils have already sat the Trafford 11+ exams and all ten will sit exams for Grammar Schools in the Autumn Term.</p> <p>-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.</p> <p>-One of these pupils achieved a full bursary scholarship for Oldham Hulme Grammar School and will be joining there in September 2023.</p> <p>-Another of these pupils passed the Trafford 11+ examination and will be attending Sale Grammar in September 2023.</p> <p>-Pupil Premium pupils are given opportunities to develop high aspirations, with regards to Further Education and Career Options through Pupil Premium funding.</p>
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