

Pupil premium strategy: Oliver Goldsmith primary School

1. Summary information					
School	Oliver Goldsmith Primary School				
Academic Year	2023 -2024	Total PP budget	£205,155	Date of most recent PP Review	July 2023
Total number of pupils	383	Number of pupils eligible for PP	204	Date for next internal review of this strategy	July 2024

2. Current attainment										
	<i>All pupils</i>		<i>National Benchmark All pupils</i>		<i>Pupils eligible for PP</i>		<i>National Benchmark PP</i>		<i>Pupils not eligible for PP</i>	
	<i>Year 2</i>	<i>Year 6</i>	<i>Year 2</i>	<i>Year 6</i>	<i>Year 2</i>	<i>Year 6</i>	<i>Year 2</i>	<i>Year 6</i>	<i>Year 2</i>	<i>Year 6</i>
July 2023 results										
% achieving expected standard or above in reading	57		%	%	54%	50%	%	%		
% achieving expected standard or above in writing	65									
% achieving expected standard or above in maths	66									

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
	A significant percentage of in year admissions of pupils who have EAL and/ or are new to English which increases the challenge of language acquisition for these pupils. Without additional support for language and communication pupils will not be able to access the curriculum meaningfully.

	A significant number of pupils are entering the school at Reception with a baseline in speech and language significantly behind their peers, which continues to impact their engagement and attainment as they move up through the school. Additionally, due to the limited accessibility to services those identified or waiting for assessment are further behind in the speech and language therapy.
	The percentage of children eligible for pupil premium at age related expectations for reading, writing and maths when they enter the school is low. This continues to impact attainment as they move up through the school with higher order comprehension skills (inference, evaluating etc.) identified as a particular barrier to higher attainment higher up the school. This has been further impacted by the pandemic; joining school in the middle of an academic year; temporary housing situations that mean gaps in school attendance.
D.	A significant number of pupils experience social and emotional barriers to their learning affecting their access to the curriculum which has continued impact on their attainment as they move up through the school. Additionally, the cost of living crisis has caused a significant number of families to experience financial hardships and increased mental health issues and these additional pressures have greatly pupils emotional well- being. We also have a growing number of families who have no recourse to public funds and many families in hotel housing which has an adverse effect on emotional well - being.
E.	Higher ability pupils who are eligible for pupil premium are less likely to achieve their full potential in Key Stage 1 which further impacts their attainment in Key Stage 2. After experiencing two lockdowns due to the pandemic KS2 pupils have a significant level of catch up required to meet the national standards and the ramifications of this are likely to continue until the school cycle has seen these pupils through.
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
F.	Families in our communities face a number of additional pressures (e.g. housing, high mobility, financial etc.) that can be barriers to providing the support they would like to provide to their children in school. The current housing crisis has seen many families being moved from the area and new families seeking asylum or refugee status entering the area. Many of these families are NRPF and are experiencing barriers to access support services.
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>	
Success criteria	

<p>The significant number of pupils attending school in the middle of academic years will require quality first teaching to be adapted in order to ensure that pupils are acquiring the necessary knowledge and skills to reach age related expectations at statutory checkpoints.</p> <p>Additional support will be required to support pupils who are new to school and/ or are new to English to acquire the basic skills needed to reach the academic milestones.</p>	<p>Baseline assessments and pupil progress meetings will identify pupils' gaps in learning. Provision mapping with target support for pupil groups ensuring that interventions are in place to support pupils needs.</p> <p>Access to online learning platforms such as Google Classroom, SATS bootcamp and EPIC reading, provide learning linked to current topics and additional activities to supplement basic skills.</p> <p>MTP planning days half termly give teachers additional time and support to adapt curriculum planning to ensure quality first teaching is the first response to pupil's individual needs.</p> <p>Hiring an experienced teacher for pupils who are new to English for intervention support will support them with the basic skills they need to access the curriculum content.</p>
<p>The gap in pupils' language skills closes; pupils have the speech and language skills necessary to access the curriculum and learning in school. Specific speech and language needs are identified to ensure early intervention is put in place.</p>	<p>Tracking of speech and language groups evidences high levels of accelerated progress. Evidence through pupil progress meetings, lesson observations, learning walks, books etc. demonstrates that all pupils are fully engaged in their learning and have the necessary skills to access and maximise learning opportunities throughout the school day.</p> <p>Children with identified speech and language needs receive appropriate provision and intervention early in their school careers for maximum impact on progress and attainment. School staff are trained by Speech and Language therapists to ensure that interventions are targeted and of a high quality. School will pay for additional therapy days to ensure pupils needs are met.</p>

<p>Higher percentage of children eligible for pupil premium finish at age related expectations. We will be building on our school initiatives from last year using DR/DSR for reading and White Rose for maths. Our aim is to ensure all children leave our school in Year 6 with at least, age-related expectation in reading.</p>	<p>Through assessments, monitoring cycle and cross school moderations. Maths subject lead has provided teachers with gap assessment to ensure teachers are plugging the gaps that are essential for children to move forward. Literacy lead to ensure that English objectives are met through the use of High-quality texts in a cross curricular approach.</p> <p>After school booster clubs for maths target pupils who need further support at no cost to parents. Rapid catch up for phonics and reading across KS2 ensures that any pupils below reading age have a daily intervention to build their skills in reading in order to re-join the main school curriculum.</p>
<p>All pupils in our school have access to a wide range of curriculum enrichment and extra-curricular activities to further broaden their learning experiences.</p> <p>Therapeutic interventions and pastoral support are targeted for families experiencing impacted mental health and well- being.</p>	<p>Evidence in books, lesson observations and pupil interviews demonstrate the impact of these enrichment opportunities on pupil outcomes and engagement. Experiences through sports, after school clubs, drama, circus skills. The school has fostered links with the South London Gallery, Mountview theatre and UCL further support pupil's cultural capital.</p> <p>Our Drama and Art therapists work with pupils and families to support through coffee mornings and 1:1 sessions. Pastoral support for families.</p>

	<p>Pupils are able to focus on their learning during the school day; pupils who transition from our school are resilient, know how and when to ask for help and are able to make informed, healthy and safe choices; pupils with specific social and emotional health needs access targeted and specialist support.</p> <p>Higher rates of progress across key stage 1 and 2 for higher ability children.</p>	<p>Low level of incidence of disruption to teaching and learning. Evidence, through books, pupil interviews and lesson observations, demonstrates: high levels of engagement of all pupils in their learning; resilient attitudes to facing and overcoming challenges; and pupils able and confident to take risks. When faced with a difficult situation, children are able to reflect on and articulate difficult decisions. Children, identified as needing specialist provision, receive appropriate provision and intervention in a timely manner for maximum impact on their outcomes.</p> <p>Pupils eligible for pupil premium identified as high ability make as much progress as all pupils identified as high ability across Key Stage 1 and 2 in maths, reading and writing</p>
<p>F.</p>	<p>Families are able to access support both in school and externally with the conflicting pressures that they are facing so that they are in a better position to be able to support their children and participate in school life.</p>	<p>Increased number of families of pupils eligible for pupil premium engaging in parent workshops, parent activities. Increased engagement in family learning. Higher school attendance for identified families. Families, in need of more targeted support, accessing appropriate internal and external support. Including opportunities to be trained in new phonics, reading and maths curriculum.</p>

5. Planned expenditure

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

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Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>Targeted interventions</p> <p>Additional planning support</p>	<p>To bring about maximum impact on pupil outcomes with focused interventions and in class support.</p> <p>Improved standards in reading and writing in Y1-6 Pupil Premium children make expected or better than expected progress due to quality first teaching and interventions.</p>	<p>MITA research has been used to shape the model for targeted HLTA support and interventions to bring about maximum impact on pupil outcomes.</p> <p>Termly tracking of pupil progress and detailed discussions at pupil progress meeting.</p> <p>Class provision map meetings following pupil progress to review and adapt interventions accordingly.</p>	<p>Data tracking and monitoring procedures (observations, learning walks etc.) as well as termly and mid-termly pupil progress review meetings.</p>	<p>Specialist Language teacher Termly - £14300</p> <p>Supply cover for teachers £11,369</p> <p>HLTA – additional intervention support for KS2 £10,398.40</p>

<p>Speech and Language interventions</p>	<p>Trained staff delivering universal support for Speech and Language to ensure that pupils develop the language and attention required to access the curriculum and make progress</p>	<p>Our Speech and Language service offer specialist advice, assessment and help for children and young people who have difficulties with any aspect of their communication, including: Understanding, interacting with others, attention and listening, memory, talking, speech sounds and stammering. Research shows early identification and intervention have a greater impact on pupil attainment</p> <p>We run advice sessions for parents, train staff to run groups and provide staff with advice to help them improve communication skills in children and young people.</p>	<p>Regular reviews/ evaluation of universal services and their impact between inclusion team and the speech and language therapist.</p>	<p>£16,164</p>
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<p>Community liaison Officer onsite, part of their role to support families to support their children to achieve best possible outcomes.</p>	<p>Community liaison Officer role to provide strategic and practical support across all year groups to ensure consistency of best practice.</p> <p>To engage hard to reach parents to impact upon children's readiness for school, their attendance and their punctuality.</p> <p>To create a holistic view for addressing social and emotional barriers to children's learning.</p> <p>All staff, who needs to know, to have an overall picture of a child.</p> <p>Community liaison officer employed to support families that need support. Family support officer to work with outside agencies to target families eligible for FSMs. Family support officer to highlight to SLT when targeted disadvantaged pupils are absent.</p>	<p>Importance of holistic view to addressing social and emotional barriers to children's learning.</p> <p>Targeting families and promoting the importance of good attendance is essential to improving outcomes.</p> <p>Research undertaken by the DfE showed that pupils with no absence are 1.3 times more likely to achieve at age related expectations, or above, and 3.1 times more likely to achieve above national expectations or above, than pupils that missed 10-15 per cent of all sessions. Without intervention, a relentless cycle of disadvantage begins which spans generations.</p> <p>Supporting refugee families with access to resources. Including NRPF</p>	<p>SLT meetings</p> <p>Caseload review</p>	<p>£32,00</p>
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<p>Little Wandell Phonics rapid intervention</p>	<p>Rapid catch up programme in place for year 3 -6 children. Also, targeting Year Two children who did not successfully complete the phonics screening test.</p> <p>Coordination, monitoring and support for this programme is an integral part of the rapid catch up success.</p>	<p>Evidence-based programme created by Little Wandell and implemented last year with proven impact on reading outcomes. Programme was researched and observed by the Early Years lead and SLT prior to implementation.</p> <p>All individual children will be discussed at termly pupil progress meetings to evaluate support in place and adapt/put further support in place if appropriate EYFS assistant headteacher monitor and update SLT with progress of the children taking part in the programme.</p>	<p>Data tracking and monitoring procedures (observations, learning walks etc.) as well as termly and mid-termly pupil progress review meetings.</p>	<p>£31,328</p> <p>Leadership £6,678</p>
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i. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead

<p>Commissioned time from the NHS Speech and Language Therapy service to support our children with their social, communication and language needs.</p>	<p>Positive impact in progress for children with speech, communication and language needs.</p> <p>Improvement in their area of difficulty within SLCN.</p>	<p>Oliver Goldsmith to continue with termly tracking of speech and language targets. Reviewing targets with therapist.</p> <p>Oliver Goldsmith built in time into TAs timetable to be able to complete speech and language targets to meet the needs of the individual child. Regular reviews/ evaluation of universal services and their impact between inclusion team and the speech and language therapist.</p>	<p>Regular reviews/ evaluation of universal services and their impact between inclusion team and the speech and language therapist.</p>	<p>£20,628</p>
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<p>Phonics support</p>	<p>Improved standards in reading and writing in Y1-6 Pupil Premium children make expected or better than expected progress due to quality first teaching and interventions.</p> <p>To bring about maximum impact on pupil outcomes with focused interventions and in class support.</p>	<p>MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes.</p>	<p>Data tracking and monitoring procedures (observations, learning walks etc.) as well as termly and mid-termly pupil progress review meetings.</p>	<p>£20,475</p>
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<p>Small sets for pupils who are underachieving or significantly behind age-related expectations taught by SENCO and supported by LSA's</p>	<p>To improve the quality for learning for the children and therefore the progress. Children facing the most complex barriers to their learning being by the most qualified.</p> <p>Pupil Premium children make expected or better than expected progress due to quality first teaching and interventions.</p> <p>To diminish differences and to have individual support matched to their needs.</p>	<p>Children facing the most complex barriers to their learning should be taught by the most qualified. SENCOs and deputy headteachers are all outstanding classroom practitioners prior to appointment into role.</p> <p>Supply LSA's experienced in supporting adults to deliver an adapted curriculum</p>	<p>Termly tracking of pupil progress and detailed discussions about each individual pupil at pupil progress meetings.</p> <p>SENCO and SLT are all outstanding classroom practitioners prior to appointment into role.</p>	<p>£39,745</p> <p>3 X LSA £68,400</p>
<p>Subsidised/free places for enrichment after-school clubs for targeted children.</p>	<p>To create opportunities for children who do not have access to extra-curricular and enrichment activities.</p> <p>To impact language development, physical development, social development, aspirations etc.</p>	<p>A number of children do not have access to extra-curricular and enrichment activities. This impacts language development, physical development, social development, aspirations etc.</p>		<p>Needs basis</p> <p>£3200</p>

<p>Drama therapy</p>	<p>To deliver specialist support for children with social and emotional health needs. Also SEN TA involved with lunchtime chill out groups</p>	<p>Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are a very significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. Drama Therapy provision in our schools targets these children.</p>	<p>Termly reviews/ evaluation of the drama therapy service and its impact with the play therapist and SENCO</p>	<p>£23,688</p>
<p>Art therapy</p>	<p>To deliver specialist support for children with social and emotional health needs.</p> <p>Children to become more resilient and are able to manage their feelings.</p> <p>Children to improve their readiness to learn.</p> <p>To work with families to support with SEMH and behavioural needs</p>	<p>Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are a very significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential.</p> <p>Having an additional therapeutic offer will support both parents and children to support their emotional well being.</p>	<p>Termly reviews/ evaluation of the Art therapy service and its impact with the play therapist and SENCO</p>	<p>£8,580</p>

<p>TA specific interventions</p> <p>On class provision maps</p>	<p>Improved standards in reading and writing in Y1-6.</p> <p>Pupil Premium children make expected or better than expected progress due to quality first teaching and interventions</p> <p>To bring about maximum impact on pupil outcomes with focused interventions and in class support.</p> <p>Secure a greater number of PP pupils achieving age related expectations.</p>	<p>MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes.</p> <p>Interventions target pupils individual needs</p>	<p>Identified teaching assistants and EYEs in each Year Group have been trained by the SENCo, external agencies or class teacher to deliver specific interventions to a good or better standard.</p>	<p>£9,398</p>
<p style="text-align: right;">Total budgeted cost</p>				<p>316,351</p>

ii. Other approaches				
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Commitment to a range of enrichment activities throughout the school year subsidised/paid for from the school budget for all pupils to access e.g. curriculum trips, residential trips, theatre workshops, art workshops etc.	Disadvantaged children to have access to extra-curricular and enrichment activities. To positively impact their language development, physical development, social development, aspirations etc.	A number of children do not have access to extra-curricular and enrichment activities. This impacts language development, physical development, social development, aspirations etc. PGL subsidies Circus Skills Oliver Goldsmith subsidised individual music lessons Oliver Goldsmith subsidised individual trip.	Termly tracking of pupil progress of all groups of learners. All PP children who wish to attend a trip/residential will be able to access and uniform/P.E kits to be provided where necessary.	£9,000
Total budgeted cost				£325,351

6. Additional detail				

7. Review of expenditure	
A Academic year	July 2024

iii. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost	Action

iv. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost	Action

<p>TA specific interventions</p> <p>Which children? Identify specific intervention</p>	<p>Improved standards in reading and writing in Y1-6.</p> <p>Pupil Premium children make expected or better than expected progress due to quality first teaching and interventions</p> <p>To bring about maximum impact on pupil outcomes with focused interventions and in class support.</p> <p>Secure a greater number of PP pupils achieving age related expectations.</p>	<p>MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes.</p>	<p>Identified teaching assistants and EYEs in each Year Group have been trained by the SENCo, external agencies or class teacher to deliver specific interventions to a good or better standard.</p> <p>Feedback to their class teacher, SENCO or SENP to monitor targets and progression.</p> <p>Data tracking and monitoring procedures (observations, learning walks etc.) as well as termly and mid-termly pupil progress review meetings.</p> <p>CPD training to support TAs with specific interventions, run by lead teachers e.g. SENCo, music specialist etc.</p> <p>Pupil progress meetings identifying impact as well as children who need the intervention.</p>	<p>SENCO</p> <p>SLT</p>	<p>£26,130</p> <p>£17,881</p>
Total budgeted cost					£140,426

v. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review and cost?
Commitment to a range of enrichment activities throughout the school year subsidised/paid for from the school budget for all pupils to access e.g. curriculum trips, residential trips, theatre workshops, art workshops etc.	<p>Disadvantaged children to have access to extra-curricular and enrichment activities.</p> <p>To positively impact their language development, physical development, social development, aspirations etc.</p>	<p>A number of children do not have access to extra-curricular and enrichment activities. This impacts language development, physical development, social development, aspirations etc.</p> <p>PGL subsidies Circus Skills Blue Elephant theatre Oliver Goldsmith subsidised individual music lessons Oliver Goldsmith subsidised individual trip.</p>	<p>Termly tracking of pupil progress of all groups of learners.</p> <p>All PP children who wish to attend a trip/residential will be able to access and uniform/P.E kits to be provided where necessary.</p>	SLT	£12,500
Total budgeted cost					£265,028
8. Additional detail					