



Star

NURTURING TODAY'S **YOUNG PEOPLE,**  
INSPIRING TOMORROW'S **LEADERS**

## Pupil Premium Strategy Statement

### School overview

Metric	Data
School name	The Olive School Hackney
Pupils in school	628
Proportion of disadvantaged pupils	237 (38%)
Pupil premium allocation this academic year	£318,863
Academic year or years covered by statement	2021-2022
Publish date	October 2022
Review date	February 2023
Statement authorised by	Babar Mirza, Principal
Pupil premium lead	Fatima Mulla, Head of Business & Finance
Governor lead	Hazrat Docrat

### Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A (still being validated)
Writing	N/A (still being validated)
Maths	N/A (still being validated)

### Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	N/A (still being validated)
Achieving high standard at KS2	N/A (still being validated)



### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To ensure that provision for disadvantaged pupils allows for them to catch-up to enable any gaps caused during 'lockdown' to be closed.
Priority 2	To provide support to close the social and emotional gaps for disadvantaged children through, for example, providing additional staffing, breakfast, after school clubs, school trips, school uniform etc.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Regression caused by the pandemic</li> <li>• Social and emotional aspects</li> </ul>
Projected spending	Remote learning resources: £11 000 Breakfast club: £14 600 Contributions towards trips, visits, workshops, club attendance and residential: £40 000 Free school uniform: £ 7000

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Through the continuous development of the effective weekly teaching sequence in reading, disadvantaged pupils' knowledge and understanding of vocabulary will increase and their understanding of more complex reading skills such as inference will improve. As a result, pupils are able to read in more depth.	Summer 2



Progress in Writing	Through the development of more complex language skills, disadvantaged pupils will be able to use more ambitious vocabulary and effective sentence structures that are appropriate for the genre. As a result disadvantaged pupils can write effectively for a range of purposes. The attainment gap between pupil premium and non-pupil premium children will diminish.	Summer 2
Progress in Mathematics	Through the effective teaching of arithmetic and a whole school focus on maths reasoning skills pupils' fluency and reasoning skills will improve. By developing pupils' language skills, disadvantaged pupils will be enabled to use a higher level of vocabulary to explain concepts and reasoning. As a result pupils' will be able to reason, explain and justify their answers in maths more effectively. The attainment gap between pupil premium and non-pupil premium children will diminish.	Summer 2
Phonics	Through the effective use of 'revise, teach, practice, apply' teaching sequence combined with the targeted use of 1:1 and small group interventions, disadvantaged pupils' understanding of the phoneme, grapheme correspondence and their segmenting and blending skills will improve. As a result, all disadvantaged pupils in Y1 and Y2 (the Y2 pupils did not complete their phonics screening in Y1 as a result of Covid) will achieve the expected standard in the phonics screening check.	Summer 2



GLD	<p>Disadvantaged pupils' use of more complex language skills in writing will improve as well as their ability to create the desired impact on the reader. Their ability to explain and justify their answers to maths mastery questions will also improve as well as their application of more complex reading skills. As a result a the number of disadvantaged pupils working at GLD will improve.</p> <p>Disadvantaged pupils, who have the potential to achieve GLD in other areas of the curriculum will have been identified and received the support they need to meet their full potential.</p>	Summer 2
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Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

**Targeted academic support for current academic year**

Measure	Activity
Priority 1	<ul style="list-style-type: none"> <li>• To provide additional support for pupils during school hours</li> <li>• To facilitate smaller group work and 1:1 work in key year groups</li> <li>• To provide interventions to accelerate progress in key areas</li> <li>• To provide resources to deliver interventions</li> <li>• To provide additional out of hours support for pupils in addition to that provided through catch-up funding.</li> </ul>



Barriers to learning these priorities address	<p>Regression caused by lockdown</p> <p>Lack of motivation of some pupils, including higher ability, to read regularly</p> <p>Limited vocabulary/spelling hampering progress in reading, writing and grammar.</p> <p>Lack of resilience/ problem solving due to limited experience amongst some PP children</p> <p>Times tables knowledge and number bonds limits the progress in fluency and application in maths</p>
Projected spending	<p>Additional intervention teachers in Y1 and Y6: £75 000</p> <p>Intervention staff (including additional Learning Coaches): £85 000</p> <p>Holiday SATS and out of school hours boosters: £10 000</p> <p>Intervention resources: £15 000</p> <p>CPD to staff: £15 000</p>

### Wider strategies for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> <li>To provide behaviour and social interventions</li> <li>To provide pastoral support for children</li> <li>To provide counselling for children where appropriate</li> <li>To support and develop good learning behaviour</li> <li>To support and develop good habits of attendance</li> </ul>
Priority 2	<ul style="list-style-type: none"> <li>To provide individual support for breakfast and after school club</li> <li>To support individual families with support and access to free meals when isolating and during holidays</li> </ul>
Priority 3	<ul style="list-style-type: none"> <li>To subsidise educational trips</li> <li>To provide individual support for uniform, PE kit etc</li> <li>To provide out of hours clubs and give children additional learning opportunities</li> </ul>



Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Staffing and pupil attendance issues related to COVID-related incidents</li> <li>• Continued mental health difficulties due to COVID related experiences</li> <li>• Continued difficulties faced by families due to the national cost of living crisis and their associated emotional and financial impact</li> </ul>
Projected spending	<p>Part time psychotherapist: £25 000</p> <p>Staffing to facilitate initiatives to improve the rates of attendance and reduce the persistent absenteeism: £9000</p> <p>Contributions towards trips, visits, workshops, club attendance and residential: (Please see: Strategy aims for disadvantaged pupils)</p>

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> <li>• Variability in practice</li> <li>• Disruptions due to COVID related incidents</li> </ul>	<ul style="list-style-type: none"> <li>• Trust-wide teaching and learning focus on Uncommon schools coaching approach</li> <li>• Teaching and learning consultant supporting ECTs</li> <li>• Instructional leadership training for MLT to increase coaching capacity within school</li> <li>• Use of MS teams for virtual staff meetings and training sessions</li> </ul>



Targeted support	<ul style="list-style-type: none"> <li>• Disruptions due to COVID related incidents</li> <li>• Difficulty in face-to-face training</li> </ul>	<ul style="list-style-type: none"> <li>• Trust-wide teaching and learning focus on Uncommon schools coaching approach</li> <li>• Use of MS teams for virtual staff meetings and training sessions</li> </ul>
Wider strategies	<ul style="list-style-type: none"> <li>• Disruptions due to COVID related incidents</li> <li>• Increased demand for pastoral support</li> </ul>	<ul style="list-style-type: none"> <li>• Use of ECM group to target support where needed, including regular reviews to update changes</li> <li>• Use of welfare checks where children are self-isolating</li> </ul>

### Review: last year's aims and outcomes

Aim	Outcome
Priority 1 Quality teaching for all: CPD for teaching staff to improve the quality of teaching in all three keys stages.	Quality of teaching and learning for disadvantaged children monitored and remained at least good with much that was outstanding. Attainment and progress closely monitored. High quality discussions held during PPM and any necessary interventions or support identified.

Additional teacher in year 6 to ensure that disadvantaged children get focussed support	
Priority 1 Quality teaching for all: Additional teacher in Reception and year 6 to ensure that disadvantaged children get focussed support	<p>This allowed disadvantaged children to receive quality focussed support from a class teacher as they started school. The teacher worked with these children on the gaps identified from baseline.</p> <p>In year 6, disadvantaged pupils received focus support to enable them to close the gaps on their peers and prepare them for their end of year SATs. By Feb half term, these children were on track to meet their expected end of year targets.</p>



<p>Priority 2</p> <p>Targeted support</p> <p>School counsellor provision</p>	<p>Disadvantaged pupils with identified social, emotional or health needs were supported by school counsellor provision so that their needs were removed or alleviated. Families are also supported. The support included weekly 'Time to Talk' sessions.</p>
<p>Priority 2</p> <p>Targeted support</p> <p>Targeted interventions and challenge teaching.</p> <p>Dedicated specialist SEND practitioner teaching assistant support children on a one-to-one basis.</p>	<p>Those disadvantaged pupils who required catch-up programmes were supported by allocated teaching assistants through focussed intervention sessions.</p> <p>Those disadvantaged pupils who were already working at the expected or higher standard were given 'challenge sessions' with support staff to ensure that they met their aspirational targets. At February half term, 80% of disadvantaged children were on track to achieve their targets.</p>
<p>Priority 3</p> <p>Other approaches</p> <p>Targeted aspirational experiences.</p>	<p>Planned events took place to which parents were invited including talks from motivational speakers etc. to increase self-belief and increase social mobility. These were very successful, enabling both children and parents to understand that everyone can achieve.</p> <p>Not all these events took place because of lockdown.</p>
<p>Priority 3</p> <p>Other approaches</p>	<p>Pastoral manager and pastoral team supported parents by signposting to outside agencies, organising parental courses, assisting in making referrals and offering</p>
<p>Family support:</p> <p>Identify need and respond to referrals from other staff and from parents. Provide bespoke support responding to need. Facilitating parenting courses.</p>	<p>trusted advice to families struggling with a wide range of issues.</p>