

Olton Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-24 & 2024-25 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.



OLTON
PRIMARY SCHOOL

School overview

Detail	Data
School name	Olton Primary School
Number of pupils in school	644 (2023-24) 658 (2024-25) 647 (2025-26)
Proportion (%) of pupil premium eligible pupils	20% (2023-24) 19% (2024-25) 19% (2025-26)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024 July 2025 July 2026
Statement authorised by	Leon Chamberlain

Pupil premium leads	Ange Pimm and Emma Gray
Governor lead	Laura Roy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,420 (2023-24) £177,600 (2024-25) £180,285 (2025-26)
Recovery premium funding allocation this academic year	£18,125 (2023-24) £4,459 (2024-25) £0 (2025-26)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£198,545 (2023-24) £182,059 (2024-25) £180,285 (2025-26)

Part A: Pupil premium strategy plan

Statement of intent

At Olton Primary School we have high expectations for all pupils and this is embedded into our ethos. All staff take responsibility for enhancing outcomes for our disadvantaged pupils and raising their aspirations. Our long term objectives are for all pupils, irrespective of their background or the challenges they face, to make good progress and meet age related expectations by the time they leave us at the end of Year 6. The focus of our pupil premium strategy is to support disadvantaged pupils to overcome challenges and personal barriers throughout their school journey so they achieve in line with their non-disadvantaged peers. The support given to pupils will also prepare and inspire them for life beyond Primary school.

At Olton Primary we place a strong emphasis on ensuring all pupils receive high quality teaching. Data analysis is used carefully to consider the areas where disadvantaged pupils in particular require the most support so these can be quickly and effectively targeted leading to enhanced outcomes for all pupils and the attainment gap between disadvantage children and their non-disadvantaged peers is narrowing. Additional teaching staff will be deployed to enhance outcomes for target groups of pupils to accelerate their progress and give them the best possible chance of success. Interventions are additional to the entitlement to high quality teaching and are focused on core subjects and overcoming other barriers which impact learning. Consideration is given to each child to identify specific barriers and how these can be overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that help them to succeed in their learning across a wide range of subjects.

Clear identification of children's starting points and progress, through whole school diagnostic and standardised assessments will ensure that pupils are challenged and supported. Early intervention to support pupils to 'keep up rather than catch up' will be at the heart of our work in the Early Years and Key Stage 1. For those where there is a gap in learning, particularly in Key Stage 2, diagnostic assessment will ensure timely intervention can be targeted specifically to narrow these gaps.

We know that to succeed in life, children need rich and varied experiences which enable them to get a wider view of the world and inspire them for the future. All children will be provided with these opportunities which will enhance their personal development as well as their academic progress,

The needs and challenges of all vulnerable pupils at Olton Primary, both disadvantaged and non-disadvantaged, are also supported through this strategy. Specialist staff are part of our school team to ensure pupils receive the wider support they require promptly to minimise the impact on their academic progress.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<u>Children enter school, on average, below the expected levels</u> Baseline data for Nursery and Reception shows that children are entering school below the expected levels. For the 2023/34 cohorts, self-regulation, the Literacy strands and number are key areas of weakness. The disadvantaged group are achieving substantially lower compared to the non-disadvantaged group, across all areas of learning in Reception (based on baseline data Autumn 2023).
2	<u>SEND & Speech, language and communication difficulties</u> The percentage of SEND pupils at Olton Primary is above the national average with many children who have underdeveloped oral and receptive language skills. These are evident across school and in general, are more prevalent among our disadvantaged pupils than their peers. With over 50% of our children having English as an additional language there are also language barriers and vocabulary gaps for pupils. Our analysis of the children who are eligible for pupil premium shows that approximately 1/3 are also on the SEND register. This is pertinent as a number of our SEND children historically also have poorer attendance rates and have slower rates of progress in core subjects.
3	<u>Underachievement of disadvantaged pupils in core subjects</u> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This can negatively impact their development as readers and writers which can have an impact on wider access to the curriculum which in turn hinders progress. In writing, primarily in the early years, assessments and observations show that some children have poor fine motor skills. This can hinder the acquisition of letter formation which impacts pupils' enjoyment and engagement with writing which can lead to disengaged learners in later years. A small number of these pupils have additional needs which also have an impact. In KS1 and KS2, writing is a particular area of focus as the percentage of pupils achieving are related expectation is lowest. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

	This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations and the gap between attainment of disadvantaged compared to non-disadvantaged widening.
4	<u>Number of disadvantaged pupils who also have additional vulnerabilities including those with significant social and emotional needs</u> Internal school data shows an increase in the number of disadvantaged pupils who have additional vulnerabilities including Children's Services involvement, young carers, behavioural issues, mental health needs leading to being school refusers which impacts their wellbeing and academic progress.
5	<u>Low attendance rates and punctuality</u> Our attendance data historically indicates that attendance among disadvantaged pupils has been approximately 4% lower than for non-disadvantaged pupils. For 2022/23, 36% of disadvantaged pupils (41 pupils) were 'persistently absent' compared to 14.4% of their non-disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	<u>Low number of disadvantaged pupils attending clubs and extra curricular activities</u> The lack of wider opportunities to learn and engage with peers within school impacts personal development as well as attainment and progress. The number of disadvantaged pupils attending clubs and extra-curricular activities is low and these pupils will be encouraged to attend. It is anticipated that families may suffer financial hardship as a result of the rise of the cost of living e.g. fuel prices, energy costs which may impact children's education and well-being as well as not being able to access wider opportunities e.g. clubs, trips.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2026)**, and how we will measure whether they have been achieved.

	Intended outcome	Success criteria
1	Address the low baseline in EYFS so the attainment gap between disadvantaged and their peers is reduced and they have the best possible chance to succeed in their academic journey.	Targeted and fluid intervention narrow learning gaps and support progress. Classroom observations indicate significant improvement among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny and ongoing formative assessment. Termly assessments indicate children are making rapid progress across all areas of EYFS and the gaps are closing so a higher percentage meet age related expectations. The gap between disadvantaged and non-disadvantaged children has closed.
2	Attainment of SEND disadvantaged pupils, particularly those with speech, language and communication difficulties, is improving and they make at least expected progress from their starting point.	Quality first teaching for all groups is at least good. As part of QFT, language and vocabulary is a key element that is introduced and revisited in every lesson. Working walls rather than static displays are used across the curriculum. These enable children to see and use language in context. In lessons, teachers and children actively refer to the working walls, word mats, vocabulary displays when working. High quality, focused interventions address gaps in learning leading to rapid and sustained progress. Assessment information from interventions is used to inform next steps in learning.
3	Improved core subject attainment among disadvantaged pupils.	The gap in attainment of disadvantaged children at school compared with national data is closing and the number of disadvantaged children meeting ARE improves year on year. The progress for all disadvantaged children in Reading, Writing and Maths is at least expected. KS2 reading outcomes by Summer 2026 show that more than 60% of disadvantaged pupils met the expected standard. KS2 writing outcomes by Summer 2026 show that more than 60% of disadvantaged pupils met the expected standard.

		KS2 maths outcomes by Summer 2026 show that more than 60% of disadvantaged pupils met the expected standard.
4	Pupils' learning is not disadvantaged as a result of additional vulnerabilities and these needs do not result in lower academic achievement.	Early intervention for children and families through the pastoral team (Family Support Workers, Learning and Behaviour Mentor and Plat Therapist) where additional vulnerabilities are evident. Timely and relevant targeted support for social and emotional wellbeing of pupils – SDQ data demonstrates impact. This impact is also evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny and ongoing formative assessment. Careful tracking and monitoring of disadvantaged pupils with additional vulnerabilities to minimise impact on attendance and attainment. Disadvantaged children with additional vulnerabilities achieve in line with their peers.
5	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and those who are persistently absent.	Percentage attendance of PP children is improving from previous year and the gap between PP children and non PP children at our school is narrowing. Reduce the number of children, particularly disadvantaged pupils who are persistently absent, year on year. Sustained high attendance by 2025/26 demonstrated by: • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 10% (19.5% - July 2023) and the figure among disadvantaged pupils being no more than 5% higher than their non-disadvantaged peers.(36% compared with 14.4% - July 2023)
6	Disadvantaged children have equal access to wider opportunities in the same way that those who are not disadvantaged do and pupils' learning and well-being is not adversely affected as a result of financial hardship due to cost of living increases	Increase the number of disadvantaged children who participate in wider school life such as after school clubs, sporting competitions. In 2022/23 less than 10% of the children accessing clubs and sporting opportunities offered by school were disadvantaged pupils. By 2025/26 the percentage of disadvantaged pupils accessing wider curriculum opportunities is at least in line with the percentage of disadvantaged pupils in school (20% - Autumn 2023) Families who are most affected by financial hardship are sensitively identified and support is offered so that pupils achieve well in school both personally and academically and are able to access opportunities offered.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £91,519 (2023/24), £90,019 (2024/25) £95,463 (2025-26)

Activity	Evidence that supports this approach	Challenge number(s) addressed																		
Provide an additional teaching group in Year 6 for English and Maths	<u>School Evidence</u> Children' performance at the end of Key Stage 2 through internal and end of key stage data shows that core subjects need to continue to be an area of focus so that school data is at least in line with national end of Key Stage 2 data. <table border="1"> <tr> <td>KS2 Reading: Expected or better</td><td>Attainment July 2023 (national)</td><td>Progress July 2023 (national)</td></tr> <tr> <td>Disadvantaged pupils</td><td>45% (60%)</td><td>-3.2 (-0.9)</td></tr> <tr> <td>Non-disadvantaged pupils</td><td>74% (78%)</td><td>-0.1 (0.4)</td></tr> </table> <table border="1"> <tr> <td>KS2 Writing: Expected or better</td><td>Attainment July 2023 (national)</td><td>Progress July 2023 (national)</td></tr> <tr> <td>Disadvantaged pupils</td><td>65% (58%)</td><td>-0.4 (-0.7)</td></tr> <tr> <td>Non-disadvantaged pupils</td><td>62% (77%)</td><td>-0.6 (0.4)</td></tr> </table>	KS2 Reading: Expected or better	Attainment July 2023 (national)	Progress July 2023 (national)	Disadvantaged pupils	45% (60%)	-3.2 (-0.9)	Non-disadvantaged pupils	74% (78%)	-0.1 (0.4)	KS2 Writing: Expected or better	Attainment July 2023 (national)	Progress July 2023 (national)	Disadvantaged pupils	65% (58%)	-0.4 (-0.7)	Non-disadvantaged pupils	62% (77%)	-0.6 (0.4)	3
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KS2 Maths: Expected or better	Attainment July 2023 (national)	Progress July 2023 (national)									
Disadvantaged pupils	50% (59%)	-1.2 (-1.0)									
Non-disadvantaged pupils	81% (79%)	1.7 (0.5)									
Provide small group delivery of phonics	<u>School Evidence</u> Continued improvement in school phonics results which have exceeded national data since the introduction of RWI Phonics in 2017/18. 2022/23 90% (National 79%) 2021/22 79% (National 76%) 2019/20 82% (taken in Autumn 2 2020 following lockdown in March 2020) 2018/19 88% (National 82%) 2017/18 82% (National 81%) June 2023 Y1 phonics data was 11% above national data. <u>Teaching and Learning Toolkit Evidence</u> Phonics (+ 5 months) Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions Phonics EEF (educationendowmentfoundation.org.uk) In the recent Improving Literacy in Key Stage 1 guidance, one of the recommendations is to effectively implement a systematic phonics programme	1, 3									
Create an additional class from September 2023 (up to 16 pupils) who require personalised learning	<u>School Evidence</u> Children requiring personalised learning programmes to enable them to make clear and sustained progress are taught in a smaller class by two of	2, 3, 4									

programmes to support their academic and personal development.	our most experienced staff alongside 2 TAs. This bespoke support allows for more rapid academic progress and high self-esteem and self-confidence. <u>Teaching and Learning Toolkit Evidence</u> Individualised instruction (+ 4 months) Individualised instruction EEF (educationendowmentfoundation.org.uk) Reducing class size (+ 2 months) Reducing class size EEF (educationendowmentfoundation.org.uk)	
Create an additional EYFS/KS1 intervention class from September 2024 (up to 8 pupils) who require personalised learning programmes to support their development.	<u>School Evidence</u> Children who are at early stages of development requiring personalised learning programmes are making slower progress in the whole class environment so an afternoon learning intervention space to support specific children to access the learning provision. This bespoke support allows for greater confidence and independence with a longer term aim of children successfully accessing learning provision in a whole class setting. <u>Teaching and Learning Toolkit Evidence</u> Individualised instruction (+ 4 months) Individualised instruction EEF (educationendowmentfoundation.org.uk) Reducing class size (+ 2 months) Reducing class size EEF (educationendowmentfoundation.org.uk)	2, 3, 4
Whole school professional development opportunities to support the implementation of evidence based approaches to support in further developing a broad, balanced knowledge based curriculum • National College • IRIS Connect • Working groups	<u>School Evidence</u> Investing in high quality professional development opportunities enhances quality first teaching which has been evidenced in daily classroom practice. Ensuring high quality teaching and intervention from the class teacher using techniques and resources to develop the core skills, knowledge and understanding of children increases the % of children achieving the expected standard or better. Feedback plays a crucial role in moving the children's learning forward. Through our use of hot marking and AfL to provide and gain immediate feedback to children in the lesson, learning can be redirected and refocused and misconceptions addressed promptly.	1, 2, 3, 4

This will include release time for coaching and mentoring and for working group to evaluate the impact of their feedback projects.	Gap between disadvantaged and non-disadvantaged children continues to be evident. This is seen through our internal standardised data outcomes (e.g. NFER tests) and published data, therefore investment in ensuring quality first teaching will support the narrowing of this gap over time. <u>Teaching and Learning Toolkit Evidence</u> Feedback (+ 6 months) Feedback EEF (educationendowmentfoundation.org.uk) <u>Other Evidence</u> During one year with a very effective teacher, pupils gain 40% more in their learning than they would with a poorly performing teacher (Sutton Trust) Developing Teachers - Sutton Trust High quality CPD benefits both staff and pupils. It supports teachers to deliver high quality lessons and supports schools to retain teachers longer term. Training and development for teachers was seen at 'central' to the Government's wider education recovery plan. Longer term benefits on pupil attainment (up to GCSE) are cited in the study below. https://epi.org.uk/wp-content/uploads/2021/04/EPI-CPD-entitlement-cost-benefit-analysis.2021.pdf	
Whole school Maths approach to Maths Mastery and implementation of Mastering Number (materials have been updated for 2023 to include KS2) This include release time for training and ongoing monitoring of implementation	<u>School Evidence</u> In Maths, we have adopted a mastery style of teaching and learning. This has positively impacted progress and attainment in KS2 with school data for all pupils being 1% higher than national data but disadvantaged pupils continue to attain below their non-disadvantaged peers. The Mastering Number programme in Reception and KS1 has been effective and this will be extended into Year 4 and 5 to support further development of fluency in multiplication and division facts. <u>Teaching and Learning Toolkit Evidence</u> The EEF research shows that mastery learning approaches have consistently positive impacts, most notably seen in Primary and in Maths.	1, 2, 3

	Mastery Learning (+ 5 months) Mastery learning EEF (educationendowmentfoundation.org.uk)																
Ongoing training to support high quality implementation of the Talk4Writing (2023-24 & 2024-25) From September 2025 implementation of a new KS2 English curriculum for Reading, Writing & Grammar (ARK Curriculum – My Mastery) including purchase of whole class texts, release time for staff development, collaboration with other local school implementing the curriculum.	<u>School Evidence</u> Children’ performance in writing both through internal and end of key stage data (Key Stage 2 shown in the tables above) shows that writing need to continue to be an area of focus so that all children have the skills and confidence to become independent writers. <table><tr><td>EYFS Writing: On Track</td><td>Baseline Sept 2022</td><td>End of Year Attainment July 2023</td></tr><tr><td>Disadvantaged pupils</td><td>16.7%</td><td>50%</td></tr><tr><td>Non-disadvantaged pupils</td><td>57%</td><td>70.7%</td></tr></table> <table><tr><td>KS1 Writing: Expected or better</td><td>Attainment July 2023 (national)</td></tr><tr><td>Disadvantaged pupils</td><td>32% (44%)</td></tr><tr><td>Non-disadvantaged pupils</td><td>75% (65%)</td></tr></table>	EYFS Writing: On Track	Baseline Sept 2022	End of Year Attainment July 2023	Disadvantaged pupils	16.7%	50%	Non-disadvantaged pupils	57%	70.7%	KS1 Writing: Expected or better	Attainment July 2023 (national)	Disadvantaged pupils	32% (44%)	Non-disadvantaged pupils	75% (65%)	1, 2, 3
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Disadvantaged pupils	32% (44%)																
Non-disadvantaged pupils	75% (65%)																
Whole school approach to oracy. Release time for subject leaders to ensure that oracy skills and progression are clearly planned in each curriculum area.	<u>School Evidence</u> Assessments, observations, and discussions with pupils indicate underdeveloped oral and receptive language skills and vocabulary gaps among many pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Oracy skills are explicitly taught to the children but these skills need to be embedded across the curriculum so they can be continually rehearsed and practiced. Teaching and Learning Toolkit Evidence	1, 2, 3, 4															

	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral Language Interventions (+ 6 months) Oral language interventions EEF (educationendowmentfoundation.org.uk)	
RWI school portal provides training videos and ongoing professional development for all staff to continue to strengthen phonics and spelling teaching for all pupils. Weekly phonics coaching from RWI lead to ensure all staff teaching phonics are doing so effectively. Yearly external coaching for staff and mentoring for RWI Lead through external RWI Coach	<u>School Evidence</u> Outcomes of phonics data for the last 5 years shows a steady increase overall since the implementation of RWI in 2017/18 as our phonics programme and 1:1 phonics tuition daily to support children to 'keep up'. 2022/23 90% (National 79%) 2021/22 79% (National 76%) 2019/20 82% (taken in Autumn 2 2020 following lockdown in March 2020) 2018/19 88% (National 82%) 2017/18 82% (National 81%) June 2023 Y1 phonics data was 11% above national data. <u>Teaching and Learning Toolkit Evidence</u> Phonics (+ 5 months) Phonics EEF (educationendowmentfoundation.org.uk) Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	1, 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £43,350 (2023/34), £38,350 (2024/25) £44,500 (2025-26)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant time to deliver targeted intervention programmes which have proven results. • Rapid Reading • Rapid Writing • Mastering Number • IEP target work (including Sp & L)	<u>School Evidence</u> Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those fall behind or those with additional needs A gap exists between PP children and their peers in all core subjects. <u>Teaching and Learning Toolkit</u> Small group tuition (+ 4 months) Small group tuition EEF (educationendowmentfoundation.org.uk) Reading Comprehension (+ 6 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Teaching Assistant Interventions (+ 4 months) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3
TA support in classes to provide fluid intervention within lessons and deliver additional sessions to pupils who require further support with key skills within core subjects through:	<u>School Evidence</u> High level of need across the school which requires additional classroom support to provide focused group work in lessons for those who are disadvantaged and/or SEND. A gap continues to exist between disadvantaged pupils and their peers, this is most noticeable for those children who are disadvantaged and SEND	1, 2, 3

• Same Day Catch Up • Precision Teaching	Same day catch up sessions are delivered daily in each year group from Y1 – 6 in addition to planned intervention programmes. <u>Teaching and Learning Toolkit</u> Small group tuition (+ 4 months) Small group tuition EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions (+ 4 months) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	
Implementation of focused 1:1 phonics tuition targeted at pupils who require further support with phonics, particularly disadvantaged pupils.	<u>School Evidence</u> Outcomes of phonics data for the last 5 years shows a steady increase overall since the implementation of RWI in 2017/18 as our phonics programme and 1:1 phonics tuition daily to support children to 'keep up'. June 2023 Y1 phonics data was 11% above national data. <u>Teaching and Learning Toolkit</u> Small group tuition (+ 4 months) Small group tuition EEF (educationendowmentfoundation.org.uk) Phonics (+5 months) Phonics EEF (educationendowmentfoundation.org.uk) Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions.	1, 3
Implementation of focused interventions (Black Sheep, NELI and Language Link) to improve listening, language (receptive and oral) and vocabulary skills for	<u>School Evidence</u> Pupils entering school with poor language skills which impacts communication and ability to access teaching and learning. <u>September 2023 – Baseline data - ARE</u>	1, 2, 3

pupils who have relatively low spoken language skills.	<u>Nursery</u> 63% (ARE for listening, attention and understanding) 67% (ARE for speaking) <u>September 2023 – Baseline data - ARE</u> <u>Reception</u> 71% (ARE for listening, attention and understanding) 74% (ARE for speaking) <u>Teaching and Learning Toolkit</u> Oral Language Intervention (+ 6 months) Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	
From November 2025 implementation of Reading+ for a target group of pupils in KS2 with a view to this being extended if effective.	<u>July 2025 – End of year data</u> Year 1 47% of PP children working at expected or above Year 2 55% of PP children working at expected or above Year 3 67% of PP children working at expected or above Year 4 61% of PP children working at expected or above Year 5 76% of PP children working at expected or above Year 6 61% of PP children working at expected or above <u>Teaching and Learning Toolkit</u> Small group tuition (+ 4 months) Small group tuition EEF (educationendowmentfoundation.org.uk) Reading Comprehension (+ 6 months)	2, 3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £63,676 (2023/24), £49,231 (2024/25) **£40,322 (2025-26)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning and Behaviour Mentor appointed to support staff in implementing the school behaviour policy consistently. This includes funding for dojo rewards when milestones are achieved.	<u>School Evidence</u> Behavioural interventions can require a large amount of staff time so having a member of staff with time specifically for this purpose has been supportive for staff when managing behaviour in the classroom as well as on the playground. Reduction of incidents on the playground as children who find unstructured times more difficult to manage are able to access nurture support/reflection space as required. <u>Teaching and Learning Toolkit</u> Behaviour interventions (+ 4 months) Behaviour interventions EEF (educationendowmentfoundation.org.uk) Overall, effective approaches can promote better engagement with teaching and learning by reducing challenging behaviour and improving pupil engagement	4
Family Support Workers x 2 who support across school in the following ways:	<u>School Evidence</u> Positive improvements are seen in terms of attendance and pupil engagement when parents and school work in partnership and parents feel involved. The pastoral team build highly positive and effective relationships	4

• Safeguarding/welfare • Organise/run informal parent sessions such as coffee mornings and workshops to provide opportunities for parents to network as well as using their feedback to upskill through the provision of targeted support for managing social, emotional and mental health needs. • Promoting Positive Parents courses • Delivery of SEMH interventions for children across the school • Providing nurture support through the play café before school and at break/lunchtimes	with parents which encourages them to be open when they are having difficulties and are more willing to seek and be receptive to support. Increasing number of vulnerable pupils in school needing timely support so the impact of social and emotional issues on learning can be minimised through targeted inclusion support. Reduction of incidents on the playground as children who find unstructured times more difficult to manage are able to access nurture support. Delivery of SEMH interventions such as RBP, Theory of Mind support children who have social and emotional needs and experience difficulties with understanding emotions and with self-regulation. Supporting the development of pupils' personal and social skills enables them to be more emotionally 'ready to learn' so they are better equipped to access the curriculum. <u>Teaching and Learning Toolkit</u> Parental Engagement (+ 4 months) Parental engagement EEF (educationendowmentfoundation.org.uk) Social and Emotional (+ 4 months) Social and emotional learning EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation (+ 7 months) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	
Trained Play Therapist in school 2 days per week	<u>School Evidence</u> Increasing number of vulnerable pupils in school needing timely support so the impact of social and emotional issues on learning can be minimised through targeted inclusion support. SDQs from before and after sessions and feedback from parents, staff and pupils are evidence clearly the positive impact of these sessions.	4

	<u>Teaching and Learning Toolkit</u> Social and Emotional (+ 4 months) Social and emotional learning EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation (+ 7 months) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and funding external attendance/support officers (CSAWS) to improve attendance.	<u>School Evidence</u> Attendance of Pupil Premium pupils is below that of their peers however case studies show the impact of attendance of support for specific pupils. Our attendance data historically indicates that attendance among disadvantaged pupils has been approximately 4% lower than for non-disadvantaged pupils. For 2022/23, 36% of disadvantaged pupils (41 pupils) were 'persistently absent' compared to 14.4% of their non-disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. To tackle these attendance issues, external support is required. Ongoing work is required to address low levels of attendance and those who are persistently absence. <u>Other Evidence</u> The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.	5
RWI subscription to provide home learning opportunities to	<u>School Evidence</u>	1, 2, 3

develop phonics skills through the sharing of exemplar phonics lessons.	Outcomes of phonics data for the last 5 years shows a steady increase overall since the implementation of RWI in 2017/18 as our phonics programme and 1:1 phonics tuition daily to support children to 'keep up'. June 2023 Y1 phonics data was 11% above national data. <u>Teaching and Learning Toolkit</u> Activities linked to classroom work tend to be more effective. Homework (+ 5 months) Homework EEF (educationendowmentfoundation.org.uk) Phonics (+5 months) Phonics EEF (educationendowmentfoundation.org.uk)	
Funding to ensure all disadvantaged pupils have wider curriculum opportunities including extra-curricular activities, school trips, sporting competitions	<u>School Evidence</u> Funding provided to ensure that all disadvantaged children attend school trips and visits. In 2022/23 less than 10% of the children accessing clubs and sporting opportunities offered by school were disadvantaged pupils so though additional funding and by inviting disadvantaged children directly, we need to increase the number of pupils accessing wider opportunities offered at school. <u>Teaching and Learning Toolkit</u> Physical activity has important benefits in terms of health, wellbeing and physical development. Physical activity (+1 month) Physical activity EEF (educationendowmentfoundation.org.uk)	4, 6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

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Total budgeted cost: £198,545 (£180,420 + £18,125 recovery premium) (2023/24)

Total budgeted cost: £182,059 (£177,600 + £4,459 recovery premium) (2024/25)

Total budgeted cost: £180,285 (2025/26)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils between 2023-2026 academic years.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Progress towards the intended outcomes is not only measured by academic data but the children's attainment and progress demonstrates how well other aspects of their development e.g. personal, social and emotional are being supported to enable them to achieve well in school

2024 data – evidence towards intended outcomes 1, 2, 3, 4 from current strategy

EYFS Data

<u>FSP % GLD</u>	<u>School Data 2024 (national)</u>	<u>Comparison</u>
<u>All</u>	69% (68%)	For all pupils and FSM pupils school data is in line with or above national data.
<u>FSM pupils</u>	57% (52%)	
<u>Non-FSM pupils</u>	70% (72%)	

<u>FSP APS</u>	<u>School Data 2024 (national)</u>	<u>Comparison</u>
<u>All</u>	30.6 (31.1)	APS for FSM pupils in school has increased by 0.3 from the previous year.
<u>FSM pupils</u>	27.6	
<u>Non-FSM pupils</u>	30.9	

Phonics Data

89% of all children in school passed the PSC in Year 1 in 2024. Overall phonics data continues to be a strength. School data was 9% above national data.

Phonics: Year 1	Working At	Comparison
Disadvantaged pupils (15 pupils)	78%	2024 national PSC data for disadvantaged pupils was 68% and 84% for non-disadvantaged. School percentages were above or significantly above for both of these groups.
Non-disadvantaged pupils	89%	
All of the disadvantaged pupils that didn't pass the check are also on the SEND register.		

98% of all children in school had met the expected standard in phonics by the end of Year 2. School data was above national data.

Phonics: Year 2	Working At	Comparison
Disadvantaged pupils	100%	In total 10 children retook the phonics check. 80% passed. 3 disadvantaged pupils retook the check and 100% passed. School disadvantaged pupil data is above national data.
Non-disadvantaged pupils	96%	
Of the pupils that didn't pass 100% are on the SEND register.		

In Reception, 75% of pupils were meeting the expected standard (in line with RWI expectations) by the end of the year.

Year 4 MTC

	School	National	Comparison
Mean average score – all pupils	22.0	20.6	School mean average score for all pupils is 1.4 points above national data
Mean average score – disadvantaged pupils	21.1	18.9	School mean average score for disadvantaged pupils is 2.2 points above national data

End of KS2 Data

75% of all children in school achieved the expected standard in reading in 2024 which was 1% above the national figure of 74%

Reading: Expected or better	Attainment	Comparison
Disadvantaged pupils	72%	School data for disadvantaged pupils in reading was above national data which was 62%. School data of 77% for other pupils was just below the national figure of 79%.
Non-disadvantaged pupils	77%	

71% of all children in school achieved the expected standard in writing in 2024 which is broadly in line with the national figure of 72%

Writing: Expected or better	Attainment	Comparison
Disadvantaged pupils	60%	School data for disadvantaged pupils in writing was above (2% higher) national data which was 58%. School data of 75% for other pupils was below the national figure of 78%.
Non-disadvantaged pupils	75%	

76% of all children in school achieved the expected standard in Maths in 2024 which was 3% above the national figure of 73%

Maths: Expected or better	Attainment	Comparison
Disadvantaged pupils	60%	School data for disadvantaged pupils in maths was just above national data which was 59%. School data of 83% for other pupils was above the national figure of 79%.
Non-disadvantaged pupils	83%	

83% of all children in school achieved the expected standard GaPS in 2024 which was 11% above the national figure of 72%

GaPS:	Expected or better	Higher standard	Comparison
Disadvantaged pupils	72%	28%	Nationally, 72% of all pupils achieved the expected standard in GaPS. National data for disadvantaged and other pupils to be added and comparisons made once available
Non-disadvantaged pupils	88%	41%	

61% of all children in school achieved the expected standard Reading, Writing and Maths combined in 2024 which was in line with the national figure.

Secondary Ready	%	Comparison
Disadvantaged pupils	44%	Nationally, 45% of disadvantaged pupils met the expected standard in reading, writing and maths combined. School data is broadly in line with this. Nationally 67% of other pupils met the expected standard in all three subjects combined. School data was in line with the national figure.
Non-disadvantaged pupils	67%	

EYFS Data

<u>FSP % GLD</u>	<u>School Data</u> <u>2024 (national)</u>	<u>Comparison</u>
<u>All</u>	70% (68%)	

<u>Disadvantaged pupils</u>	17% (52%)	For all pupils and non-disadvantaged pupils we are in line with or just above national data for 2025. Disadvantaged pupil data (6 pupils) was below national.
<u>Non-disadvantaged pupils</u>	73% (72%)	

<u>FSP APS</u>	<u>School Data 2024 (national)</u>	<u>Comparison</u>
<u>All</u>	31.0	APS for disadvantaged pupils in school has decreased by 1.9 from the previous year although data for all pupils and non-disadvantaged pupils increased. National data to be added and comparisons made once available
<u>Disadvantaged pupils</u>	25.5	
<u>Non-disadvantaged pupils</u>	31.6	

Phonics Data

82% of all children in school passed the PSC in Year 1 in 2025. Overall phonics data continues to be a strength. Although school data was lower last year than previous year (impact partially due to the flood) school data was still 2% above national data.

Phonics: Year 1	Working At	Comparison
Disadvantaged pupils (17 pupils)	59%	2025 national PSC data for disadvantaged pupils was 67% so school data was 8% lower than national and 83% for non-disadvantaged so school data was 4% higher.
Non-disadvantaged pupils	87%	
3 of the disadvantaged pupils that didn't pass the check are also on the SEND register.		

96% of all children in school had met the expected standard in phonics by the end of Year 2. School data was above 2024 national data (awaiting 2025 national data).

Phonics: Year 2	Working At	Comparison
Disadvantaged pupils	60%	In total 10 children retook the phonics check. 70% passed. 5 disadvantaged pupils retook the check and 60% passed. School disadvantaged pupil data is above national data.
Non-disadvantaged pupils	80%	
Of the pupils that didn't pass 33% are on the SEND register.		

In Reception, 69% of pupils were meeting the expected standard (in line with RWI expectations) by the end of the year.

KS2 Data

74% of all children in school achieved the expected standard in reading in 2025 which was 1% below the national figure of 74%

Reading: Expected or better	Attainment	Comparison
Disadvantaged pupils	61%	School data for disadvantaged pupils in reading was just below (2% lower) national data which was 63%. School data of 78% for other pupils was just below (3% lower) the national figure of 81%.
Non-disadvantaged pupils	78%	

78% of all children in school achieved the expected standard in writing in 2025 which is above the national figure of 72%			
Writing: Expected or better	Attainment	Comparison	
Disadvantaged pupils	61%	School data for disadvantaged pupils in writing was 2% above national data which was 59%. School data of 85% for other pupils was 7% above the national figure of 78%.	
Non-disadvantaged pupils	85%		
85% of all children in school achieved the expected standard in Maths in 2025 which was 11% above the national figure of 74%			
Maths: Expected or better	Attainment	Comparison	
Disadvantaged pupils	65%	School data for disadvantaged pupils in maths was 4% above national data which was 61%. School data of 92% for other pupils was 12% above the national figure of 80%.	
Non-disadvantaged pupils	92%		
74% of all children in school achieved the expected standard GaPS in 2025 which was 1% above the national figure of 73%			
GaPS:	Expected or better	Higher standard	Comparison
Disadvantaged pupils	61%	35%	School data for disadvantaged pupils in GaPS was 1% above national data which was 60%. School data of 78% for other pupils was 1% below the national figure of 79%. Disadvantaged pupils reaching the higher standard was 16% above national data and they outperformed non-disadvantaged pupils in school by 6% too.
Non-disadvantaged pupils	78%	29%	
68% of all children in school achieved the expected standard Reading, Writing and Maths combined in 2025 which was 6% above the national figure.			
Secondary Ready	%	Comparison	
Disadvantaged pupils	48%	Nationally, 47% of disadvantaged pupils met the expected standard in reading, writing and maths combined. School data is 1% above line with this. Nationally 69% of other pupils met the expected standard in all three subjects combined. School data was 6% above the national figure.	
Non-disadvantaged pupils	75%		

Additional Evidence Towards Intended Outcome 2

CL Attainment Nursery

	Listening, Attention & Understanding	Speaking
July 2024 - All pupils	63%	87%
July 2025 – All pupils	83%	83%

CL Attainment Reception

	Listening, Attention & Understanding		Speaking	
	July 2024	July 2025	July 2024	July 2025
All pupils	78%	83%	80%	82%
Disadvantaged pupils	67%	50%	67%	50%
Non-disadvantaged pupils	81%		82%	

Tales Toolkit

In Reception, Tales Toolkit is now embedded and is helping our Pupil Premium children by boosting their confidence, language skills, and creativity through storytelling. By encouraging them to create their own characters and plots, Tales Toolkit makes learning fun and engaging, especially for those needing extra support with communication. This structured storytelling helps build vocabulary, social skills, and resilience.

Reading

Our one-to-one weekly reading sessions for disadvantaged children are designed to provide focused, individualised support that fosters a love of reading and improves literacy skills. By working closely with each child, we create a safe and encouraging environment where they can build confidence, ask questions, and engage deeply with texts. These sessions allow us to tailor reading materials to each child's level and interests, making learning both accessible and enjoyable. Regular, personalised reading time helps bridge gaps in literacy development, equipping disadvantaged children with the foundational skills they need to succeed across all areas of learning.

Targeted and Fluid Interventions

Our approach to Targeted and Fluid Interventions is significantly benefiting disadvantaged children by providing flexible support that adapts to their evolving needs. These interventions allow us to identify specific areas where each child may require extra help—whether in literacy, numeracy, fine motor or social skills—and offer focused, short-term support that can be adjusted as they progress. Through quality play partner skills, staff engage children in meaningful play that encourages language development, problem-solving, and cooperation. By using structured yet playful interactions, these play partners help children develop confidence and resilience, allowing them to apply new skills in both academic and social contexts.

Smaller adult to child ratio guided groups / one to one teaching opportunities

Smaller adult-to-child ratio guided groups and one-to-one teaching opportunities provide essential, personalised support for disadvantaged children. With fewer children per adult, teachers can offer more focused attention, tailoring instruction to meet individual needs and learning styles. In these settings, children feel more comfortable asking questions, engaging in discussions, and working through challenges at their own pace, which boosts their confidence and comprehension. The opportunity for one-to-one teaching allows for even deeper support, where specific gaps in understanding can be addressed directly, making it easier for disadvantaged pupils to keep up with their peers.

Language Link

2023/24

Language Link: Language Link was implemented in Year 3, Year 4 and Year 5. The data shows that the majority of pupils eligible for Pupil Premium (90%) who accessed the programme increased their percentile rank and their standardised score. Of these, one pupil no longer requires the intervention. A small percentage of those pupils eligible for Pupil Premium (10%) who accessed the programme made less than expected progress. A small number of pupils from Year 1 and Year 2 were included in a Speech Link intervention focusing on the development of speech sounds. All pupils made expected or better progress.

2024/25

Language Link intervention was implemented for groups of children from Year 2 through to Year 5. In total, 31 pupils took part in the intervention. Of the 31 pupils, 42% of them were in receipt of Pupil Premium funding.

	% of pupils who made less than expected progress	% of pupils who made expected progress	% of pupils no longer needing intervention
Pupils in receipt of PP funding	23%	77%	77%
Pupils not in receipt of PP funding	33%	67%	39%

Evidence Towards Intended Outcome 5

Attendance – September 2023 – July 2024

93.95% was the school attendance figure for all pupils for the 2023/24 academic year which shows a 0.66% increase from the previous school year. The national figure was 94.5% so school data is slight below this. The school persistent absence figure was 13.6% for all pupils which is 5.9% less than the previous year

(19.5%). National data released for 2023/24 academic year for persistent absence 15.2% which shows that the overall school PA figure was 1.6% lower than the national figure.

Attendance	93.95%	Comparison
Disadvantaged pupils	92.07%	Our attendance data historically indicates that attendance among disadvantaged pupils has been between 4 - 5% lower than for non-disadvantaged pupils. During 2023-24 this gap has reduced to 2.41%. Persistent absence from September 2023 – July 24 was 30% for disadvantaged pupils was 6% lower than the previous academic year (36%) compared with 10% for non-disadvantaged pupils which is lower than the previous academic year (14.4%). The PA % gap between disadvantaged and non-disadvantaged pupils was 20% which has closed slightly from the previous year (21.6%). National data for disadvantaged/non-disadvantaged aren't readily available so going forward comparisons will be made for FSM/non-FSM.
Non-disadvantaged pupils	94.48%	
SEND pupils	90.47%	

Attendance – September 2024 – July 2025

94.4% was the school attendance figure for all pupils for the 2024/25 academic year which shows a 0.45% increase from the previous school year (93.95%). The national figure was 94.8% so school data was 0.4% below this. The school persistent absence figure was 13.2% for all pupils which is 0.4% less than the previous year (13.6%). National data released for 2024/25 academic year for persistent absence 12.6% which shows that the overall school PA figure was 0.6% higher than the national figure.

Data comparisons are made with school FSM attendance % as there is national data to make comparisons.

Pupil group	School Attendance 2024/25	National average 2024/25
All pupils	94.4%	94.8%
Pupils with free school meals (FSM)	90.8%	92.2%
Pupils with no FSM	95.4%	95.8%
Pupils with special educational needs (SEN) support	91.5%	92.3%
Pupils with no SEN	95%	95.4%

Our attendance data historically indicates that attendance among those pupils eligible for FSM has been between 4 - 5% lower than for non-eligible pupils. During 2024/25 this gap was -3.6%.

Persistent absence from September 2024 – July 25 was 29.6% for pupils in school eligible for FSM which is 3.7% higher than the national figure of 25.9%. In school the PA % gap between those eligible for FSM (29.6%) and those not eligible (10.5%) was 19.1%.

The Attendance Lead and SLT Attendance Champion have worked with the Education Welfare Officer to support families in improving the attendance of identified pupils.

Evidence Towards Intended Outcome 6

2023/24

Prior to September 2023, less than 10% of disadvantaged pupils attended extra curricular/wider opportunities in school.

Between September 2023 and July 2024, the % of disadvantaged pupils attending extra curricular/wider opportunities was 16% which is 6% higher than the previous year. This includes attending before and after school club and wider enrichment activities outside of the school day. Some clubs provide funded places for our disadvantaged pupils. We have also funded trips and visits for disadvantaged pupils.

2024/25

There were 15 clubs running after school each term. 9 of those were sports related (football, dance, netball, gymnastics, martial arts) and 6 have a different focus (homework clubs for KS2, cookery and music). 6 clubs are free to the children and Rock Steady has 2 free places for children eligible for pupil premium.

Of the 127 children who are eligible for pupil premium, 30 children participated in an after school club (24%). 9 of the 30 children are accessing 2 or more clubs each week.

We have also funded trips and visits for disadvantaged pupils.

Support at Olton Primary extends beyond the academic. Our Family Support Workers and Play Therapist provided ongoing support for children and families which support their wider personal development which enables them to better access their learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc Phonics	Ruth Muskin
Reading Plus	Dreambox
Times Table Rockstars	Maths Circle Ltd
ARK Curriculum (KS2 English)	My Mastery

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We combined it with the pupil premium and recovery premium as it was such a small amount due to the very small number of children who receive this.
What was the impact of that spending on service pupil premium eligible pupils?	