

This statement details our school's use of pupil premium 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.

School overview

Detail	Data
School name	Oliver's Battery Primary and Nursery School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	20%
Academic year that our current pupil premium strategy plan covers	2024/25
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Sarah Vittle
Pupil premium lead	Catherine Bordoli
Governor / Trustee lead	Cathy Farrand

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,320
Recovery premium funding allocation this academic year	£2,146
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£52,466

Part A: Pupil premium strategy plan Statement of intent

We strive to ensure that all children make good or better progress and that socio-economic context does not impact on this. We believe that with correct support in place all pupils can achieve their full potential.

Our objectives are:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- Enable pupils to look after their social and emotional well-being and to develop resilience.
- Ensure that all pupils have access to a wide and varied curriculum that gives them rich experiences.
- Ensure that children have a good understanding of the Rights Respecting Curriculum so they understand what makes a good global citizen.
- Ensure that all families feel part of our school community and feel that they are supported in ensuring best outcomes for their child/children.
- Ensure all pupils are able to read fluently and with a good understanding to enable them to access the breadth of curriculum.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all staff with high quality CPD to ensure that all pupils have access to effective quality first teaching.
- Provide targeted intervention and support to address identified gaps in learning including the use of small group work.
- Ensure that all pupils have access to trips, residential and first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities.
- Provide appropriate support for all pupils in their emotional and social development.

This is not an exhaustive list and will change based on the needs of the individuals.

Key principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data and effective target setting. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Pupils unable to self-regulate and manage emotions in an age appropriate way.
2	Attachment needs impacting on behaviour in the classroom.
3	Weaker language and communication skills.
4	Parental mental health needs impacting on attendance and the progress of disadvantaged pupils.
5	Lack of experiences and disproportionately reduced uptake of extra-curricular activities.
6	Gaps in knowledge through differing experiences of home support.

Intended outcomes

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

Intended outcome	Success criteria
All pupils receive high quality first teaching and, as a result, make good progress.	All disadvantaged pupils make good or better progress and attainment compared to their peers.
No child misses out on extracurricular activities and experiences because of financial struggles.	100% of disadvantaged pupils have an opportunity to attend paid for activities – such as residentials, trips, after school clubs.
All pupils have access to a rich outdoor curriculum and Forest School.	Disadvantaged pupils are able to confidently articulate skills they have developed in Forest School. Disadvantaged pupils have rich outdoor experiences. Disadvantaged pupils develop independence and resilience.
School is able to engage families and ensure they feel supported and part of the school's community.	All families feel supported by the school. Increased parental engagement of disadvantaged families. Improved attendance of disadvantaged families.
Pupils are able to engage in their learning and make progress because of pastoral support that is in place.	All pupils feel happy and safe in school. Pupils are able to regulate their behaviour. All pupils are able to be resilient.
Adults are able to identify and remove barriers for learning for disadvantaged pupils.	Early identification of needs. Disadvantaged pupils are able to access all lessons and make good progress.

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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A range of targeted CPD to enable teachers and support staff to be effective practitioners.</p> <ul style="list-style-type: none"> • CPD in SEND and supporting vulnerable groups. • Rich tasks/ variation • Subject leadership/wider curriculum training • CPD on the Engagement Model • CPD on Greater Depth understanding and development • Local authority support. 	<p>Research shows high quality AFL and effective grouping leads to clarity of learning and effective feedback which supports rapid progress - Education Endowment Fund (EEF) toolkit.</p> <p>Improved quality of teaching will ensure a long-term impact for all pupils.</p>	2,3,5

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

Budgeted cost: £ 21,953

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil premium lead to monitor progress and interventions of disadvantaged pupils. Senior Mental Health Lead time. £13,703	Importance of high quality targeted intervention where impact is monitored closely and adapted quickly to achieve rapid progress. Small group interventions with highly qualified staff have been shown to be effective (EEF Teaching and Learning Toolkit).	6
Targeted small group and 1:1 precision teaching interventions by support staff. £8,250	Importance of high quality targeted intervention where impact is monitored closely and adapted quickly to achieve rapid progress. Small group interventions with highly qualified staff have been shown to be effective (EEF Teaching and Learning Toolkit).	6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 27,513

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment Funding for experiences such as trips, residential, access to after school clubs, wrap around care. £5,000 Lunch time sports coach £7749 Listen to me £3,200	Children have a rich, variety of experiences that they are able to learn from. Children feel part of the school community and are able to attend	5
Training and Supervision of TALA Support Workers £800	EEF supporting children's mental health and wellbeing	4,5,2,1
HLTA Training £880	Ensuring a higher level of the needs of individual pupils across the school. EEF effective learning.	1,2,3
Edible Playground	EEF Improving Social and Emotional Learning in Primary Schools	1,2,5

£3,600	Children have a rich, variety of experiences that they are able to learn from.	
Forest School (training costs and extra targeted groups for PP children) £4,784	EEF Improving Social and Emotional Learning in Primary Schools	1,2,5
Provision of resources and uniform for disadvantaged families £500	Enabling all children to be part of the school community and to be successful	1,2,4
CPD for staff to embed "Ready Respectful Safe" as our school behaviour strategy. £250	Enabling the whole school community to have a consistent approach to behaviour and conduct	1,2
Vision and Values INSET Day £250	Enabling the whole school community to have a shared vision and values with a focus on everyone belonging	1,2
Developing a programme around Pupil Voice (School Council, Eco Council) £500	Enabling all children to be part of the school community and to have their opinions considered.	3

Total budgeted cost: £ 52,466

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 in the 2023 to 2024 academic year.

Impact Statement of spend:

Engagement of pupils:

- School funds 50% of the cost of trips and residential. This has ensured that all pupil premium children have attended trips offered and Year 5 and 6 residential.
- Money has also been used to buy school uniform so children can feel part of the school, be in the appropriate type of clothes and be ready to learn.
- In some cases, Pupil Premium children are invited to the schools wrap around care where we give them opportunities to complete homework, complete extra reading and take part in craft activities, sports sessions and outdoor learning. We also support individuals with paid clubs where we have identified an interest or a talent.
- When entering cluster competitions and sporting events we ensure that our pupil premium pupils have opportunities to take part. We also supply any sporting equipment needed.

Inclusions team

- The school have created an inclusions team which is headed up by our Assistant Headteacher for inclusion. Our Mental Health Lead and TALAs are included. They meet regularly to discuss disadvantaged pupils and review impact of interventions in place. This ensures that all children are well supported whether it is through: adapted curriculum, planned assemblies, parent support, TALA intervention, sensory circuits, in class intervention (precision teaching/pre teach/ over learning/Little Wandle catch up).
- School is able to engage vulnerable families in school life and ensure they have the support they need. We have seen an increase in the number of families that engage in the support offered.
- The attendance team hold regular meeting to closely monitor attendance, provide support for families and put strategies in place for the children.
- At Oliver's Battery we have two trained TALAs and we have increased the hours available to the children to support individual needs. These interventions are designed to be short term. However a small number of pupils require longer-term support and referrals are made to outside agencies.
- We offer a lunch club and adaptations for lunchtime for vulnerable pupils were they are able to be successful at lunch and learn how to play and have friends. It has also enabled us to give pupils interventions on self-regulation.
- We have received Mental Health Lead training for a member of staff and we have put in place a wellbeing team. This has ensured that the wellbeing and mental health of our pupils area a priority.
- The impact of positive mental health, both as a result of TALA intervention, family support, class-room support and improved playtimes, can be seen in the improved behaviour, conduct and engagement of our children.

Pupil progress

- Performance management for all staff has one target that is linked to the progress of all pupils.
- There is a whole school focus on ensuring that all pupils are making progress and achieving the expected standard.
- Pupil progress meetings are held at the end of every Phase. Children that are off track are discussed in detail with both Headteacher and Assistant Headteacher for Inclusions. Interventions are reviewed and changes made. This information is then shared with the Maths leader and English leader where they are able to look at curriculum delivery and what interventions are available in school. They also look at staff CPD and staff meeting training based on this information.

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
n/a	