

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

School overview

Detail	Data
School name	Old Palace Primary
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	26.5%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Governing Body
Governor lead	Mr H. Roland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,915
Recovery premium funding allocation this academic year	£15,515
Pupil premium funding carried forward from previous years	£2140
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	£161,570

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already attaining highly.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and seek to ensure that they achieve the highest academic standards possible

Challenges

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

Challenge number	Detail of challenge
1	Internal data indicates that the attainment of disadvantaged pupils is often lower than of their non-disadvantaged peers in Reading, Writing and Maths. Where they exist, we seek to narrow these gaps to ensure that all pupils achieve their full potential.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many

	disadvantaged pupils. These are especially evident in Reception and KS1 and in general, are more prevalent among our disadvantaged pupils, than their peers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Our observations and discussions with pupils and families indicate that often pupils have limited access to educational and cultural experiences outside of school. This is especially the case for disadvantaged pupils. We believe that such experiences are crucial in helping children to develop their comprehension skills and cultural capital. Therefore we wish to reduce any financial barriers which may prevent disadvantaged pupils from accessing the extra-curricular activities provided by the school.
5	Our observations and discussions with families indicate that some parents lack the language skills and/or knowledge of the primary curriculum that are needed to effectively support learning at home. This is especially the case for disadvantaged pupils. Some of our disadvantaged parents also require additional support to access services and training which support pupil wellbeing and adult employability.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for several pupils, 6 pupils (3 of whom are disadvantaged) currently require additional support with social and emotional needs, with 11 (8 of whom are disadvantaged) receiving small group interventions.

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
Reduced gaps in attainment between disadvantaged and non-disadvantaged pupils where these exist.	KS2 outcomes in 2024/25 will show the attainment of disadvantaged pupils is in line or above the national average for this group at expected and above.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments, work surveys and observations will indicate significantly improved oral language among disadvantaged pupils.
Improved reading attainment among disadvantaged pupils.	KS1 outcomes in 2024/25 will show that the attainment of disadvantaged pupils is in line or above the national average for this group at expected and above

Improved access to extra-curricular educational and cultural experiences for disadvantaged pupils.	A range of enrichment activities and clubs will be delivered. Registers will indicate high levels of participation in these events by disadvantaged pupils.
Sustained structures will be in place to support the welfare, home learning and employability of disadvantaged families	A record of the support provided to disadvantaged parents will be maintained, along with soft data to show the impact of this on pupil outcomes.
Sustained structures will be in place to achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupils and parent surveys and teacher observations • record of pupils attending nurture groups • record of pupils who have received support from the School Counsellor

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: £79,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional teacher to support smaller group teaching in Maths & English lessons</i>	AHT takes a smaller group of pupils. EEF identifies the advantages of small group tuition. Our internal data also supports this strategy. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
<i>Purchase of additional reading resources to support Systematic Synthetic phonics teaching for all pupils</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £48,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group tutoring of targeted disadvantaged pupils in KS2</i>	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	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: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Delivery of NELI to targeted pupils in Reception	Nuffield Early Language Intervention (NELI) is a recommended teaching assistant intervention which supports early language development Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2
Delivery of small group Speech & Language groups by teaching assistants, under the direction of the school's Speech and Language Therapist.	Internal data shows the positive impact of this strategy over many years. EEF also recognises small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
Additional TA lead small group reading comprehension sessions in LKS2	The EEF supports the use of small group reading comprehension activities Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £32,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Funding to have a school counsellor onsite for one day a week.</i>	Recognised strategy to support the emotional health of pupils	6
<i>Delivery of small group sessions to support social and emotional needs</i>	Internal evidence shows the positive impact of this strategy in 2019-20. EEF also recognises small group tuition targeted at specific needs can be an effective method to support pupils: Small group tuition Toolkit Strand Education Endowment Foundation EEF	6
<i>Delivery of family learning sessions and workshops to help the parents of disadvantaged pupils to support learning at home</i>	Previous evaluations of our Pupil Premium spending, show the effectiveness of this approach. It is also an approach supported by EEF: Parental engagement EEF (educationendowmentfoundation.org.uk)	5
<i>Part funding of second Parent Support Worker to allow the school to provide a range of workshops and 1to1 to support family wellbeing and employability</i>	Previous evaluations of our Pupil Premium spending, show the effectiveness of this approach. It is also an approach supported by EEF: Parental engagement EEF (educationendowmentfoundation.org.uk)	5
<i>Cost to subsidising clubs and enrichment activities for disadvantaged pupils</i>	This will support disadvantaged pupils accessing extra-curricular activities, which may not otherwise be available to them due to financial constraints.	4

Total budgeted cost: £161,570

Part B: Review of Pupil Premium Strategy 2020-21

Please see separate document 'Pupil Premium Strategy Evaluation 2020-21'