



# Oliver Goldsmith Primary School

## Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

### School overview

Detail	Data
School name	Oliver Goldsmith Primary School
Number of pupils in school	416 children
Proportion (%) of pupil premium eligible pupils	56 children (13%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	3 years
Date this statement was published	November 2022
Date on which it will be reviewed	November 2025
Statement authorised by	James Simmons
Pupil premium lead	Suzie Amui
Governor / Trustee lead	Nick Rozanski & Hemal Davda

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,580
Recovery premium funding allocation this academic year	£6,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 67,960

# Part A: Pupil premium strategy plan

## Statement of intent

At Oliver Goldsmith School our pupil premium strategy focuses on ensuring that disadvantaged pupils access the targeted support required to achieve their full potential. The funding issued is used to narrow and close the gap between the achievement of these pupils and their peers. We monitor the impact of our strategy by tracking and reviewing pupil outcomes termly. The Pupil Premium Grant is used to provide additional educational support in order to improve the progress and to raise the standard of achievement for eligible pupils.

Inspiring a love for learning, high quality teaching and targeted support are at the heart of our approach to support disadvantaged pupils. We invest in teacher development which enables us to provide an ambitious and engaging curriculum.

This strategy is also an integral part of our whole school recovery plan, principally in the delivery of bespoke targeted support through the National Tutoring Programme for pupils with identified pupils with gaps in learning, including non-disadvantaged pupils.

In addition to targeted academic support, we also provide enrichment opportunities such as subsidised music lessons, clubs and school trips that come at an additional cost throughout the academic year.

## Challenges

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

Challenge number	Detail of challenge
1.	<b>Closing the gap and setting ambitious challenge:</b> Overall, our pupil premium children are attaining lower outcomes than our non-pupil premium pupils. In addition, less of our pupil premium children are achieving greater depth in comparison to their non- pupil premium peers.
2.	<b>Additional needs</b> For some children there are multiple vulnerabilities including SEND, EAL and challenging family circumstances.
3.	<b>Pupil premium children's limited access to enrichment opportunities in order to develop their 'cultural capital'</b> There must be an ongoing commitment to ensure that our most disadvantaged children continue to access a range of additional enrichment opportunities to reach their full potential and develop their 'cultural capital' equipping them to achieve future success.

4.	<p><b>Access to appropriate resources outside of school</b></p> <p>Many families are unable to support their child's learning at home due to lack of appropriate resources. It is vital that the school provide a range of good quality resources to support learning.</p>
----	--

## 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
To close the gaps in pupil attainment between PP and non-PP children.	<p>A higher proportion of pupil premium children will achieve expected or greater depth at the end of the year.</p> <p>End of year attainment will show narrowing of the gap between Pupil Premium and non-Pupil Premium pupil outcomes.</p>
To continue to support the access to extra-curricular enrichment activities including music lessons, educational visits and extra-curricular opportunities for disadvantaged children.	<p>Increased uptake of Music offer with 80% subsidy for Pupil Premium children</p> <p>Increased uptake of places on Yr. 5 and 6 Residentials for pupil premium pupils, subsidised by school (£40 each child)</p> <p>Increased uptake of subsidised extra-curricular club spaces.</p> <p>Increased confidence in learning and improved social interaction.</p>
To provide all children with effective learning resources to support learning at home and parental participation.	<p>Parents will be better equipped to support home learning opportunities by having access to; appropriate technology and internet access, Google classroom, TTRS, Mathletics, Rocket Phonics, Reading Planet, Flash academy. This will support improved academic outcomes.</p> <p>Increased attendance at Parent times and information coffee mornings</p>
To ensure that all disadvantaged children have access to correct school uniform and stationery.	<p>Stationery is provided by school in all classes.</p> <p>Children accessing pupil premium will be offered a school t-shirt, free of charge.</p> <p>Good quality second hand uniform is now sold at school.</p>

Children will have their social and emotional needs met.	<p>When required, pupils will have access to additional social and emotional support to support their mental health and well-being.</p> <p>School counsellor 1:1 sessions fortnightly for prioritised children. In addition, transition to high school workshops for all Year 6 children and anti- bullying workshops for all Year 5 and Year 6 children.</p> <p>Education wellbeing practitioner will work weekly to promote our universal mental health and wellbeing agenda across the school. 1:1 support and small group support is available for parents.</p> <p>The school have introduced a learning mentor to support targeted children that benefit from being supporting through a mentoring programme.</p>

## 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: **£2000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing effective staff training and support for staff to ensure effective provision across the school.</p> <p>Ongoing whole school CPD focus on metacognition and self-regulated learning taken from Rosenshine principles for learning</p> <p>Staff training focusing on 'Teacher handbook: SEND, embedding inclusive practice. Subject specific guidance on adaptations to ensure quality first teaching for all.</p>	<p>EEF findings</p> <p>'There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.'</p>	1,2

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

Budgeted cost: **£77,046.05**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil premium pupils and vulnerable children will be targeted for additional support through the National Tutor programme. Small group interventions</p>	<p>EEF key findings</p> <p>'Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.'</p> <p>EEF rationale- 'In order to support pupils who have fallen behind the furthest,</p>	1,2

focusing on catch up, closing the gaps and basic skills.	structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.'	
<p>Pupil premium pupils targeted for social and emotional mentoring</p> <p>Learning support mentor</p> <p>NHS 'Brain buddies programme'</p> <p>NHS wellbeing practitioner supporting families project</p> <p>Access to school counsellor</p>	<p>EEF findings-</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.</p> <p>There is also evidence that children's skills can be improved purposefully through school-based SEL programmes, and that these impacts can persist over time.</p> <p>Numerous large evidence reviews indicate that, when well implemented, SEL can have positive impacts on a range of outcomes, including:</p> <ul style="list-style-type: none"> <li>• Improved social and emotional skills;</li> <li>• improved academic performance</li> <li>• improved attitudes, behaviour and relationships with peers;</li> <li>• reduced emotional distress (student depression, anxiety, stress and social withdrawal);</li> <li>• reduced levels of bullying;</li> <li>• reduced conduct problems; and</li> <li>• improved school connection.</li> </ul>	1,2
<p>Pupil premium pupils will be targeted for additional support in and out of class to support their identified needs by LSA support.</p> <p>Targeted Phonics support</p> <p>Speech and language support</p>	<p>EEF Key findings</p> <p>'Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, these supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-classes.'</p>	1,2

In class targeted English/Maths support	<p>‘Additional care should be given to how teachers respond to the deployment of teaching assistants and who they are supporting, particularly for previously low attaining or disadvantaged pupils.’</p> <p>‘However, well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.’</p>	
---	--	--

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

Budgeted cost: **£5,524.54**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Counselling support and additional workshops for Years 5 and 6 to support anti bullying and transition to high school.</p> <p>1:1 counselling support</p> <p>1:1 High school transition sessions</p> <p>Anti-bullying workshops</p>	<p>EEF key findings</p> <p>‘Being able to effectively manage emotions will be beneficial to children and young people even if it doesn’t translate reading or maths scores...The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils... SEL interventions in education are shown to improve SEL skills and therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.’</p>	3,4
<p>Enrichment musical opportunities</p> <p>Small group lessons led by the school music specialist teacher for targeted pupil premium children.</p> <p>80% subsidised tuition from Brent music service for pupils in receipt of pupil premium</p>	<p>EEF key findings</p> <p>‘Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.... Improved outcomes in have been identified in English, Maths and Science.’</p>	3,4
<p>Subsidising trips/after school activity clubs</p>	<p>EEF key findings</p> <p>‘Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum....</p>	3,4

<p>Every child in receipt of pupil premium is given a subsidy of £40 towards residential trip costs in Yr.5 and Yr.6.</p> <p>Every pupil premium child is offered a place at one after school club for one term at no cost.</p>	<p>Improved outcomes in have been identified in English, Maths and Science.</p>	
<p>Providing all disadvantaged children with additional home learning resources and online learning platforms/subscriptions</p> <p>Google classroom, TTRS, Mathletics, Rocket phonics, reading planet subscriptions</p> <p>Flash academy software account to enable learners in receipt of pupil premium that are new to English and/or lower ability, lessons on survival English and additional key vocabulary for KS1 and KS2 subject areas.</p>	<p>EEF recommendation</p> <p>‘For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities such as practising letters and numbers, are also linked to improved outcomes. Tips, support, and resources can make home activities more effective, for example, where they prompt longer and more frequent conversations during book reading. Book-gifting alone is unlikely to be effective, but carefully selected books plus advice and support can be beneficial for supporting reading.’</p> <p>‘Additionally, studies involving digital technology typically have a greater impact, with a progress figure of 6 months.’</p>	<p>1,2,4</p>
<p>Our uniform policy has been revised to support the financial challenges that disadvantaged families face.</p> <p>Offering a school t-shirt at no cost for each child in receipt of pupil premium funding</p>	<p>EEF key findings:</p> <p>‘Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> <p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils’</p>	<p>4</p>

**Total budgeted cost: £84,571**





## 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 2021 to 2022 academic year.

#### Impact of Pupil Premium Grant Expenditure 2021-2022

##### Key Stage 1

Attainment in KS1 2021-22 - % of pupils attaining expected level or above

		Cohort No.	Reading		Writing		Maths	
			EXS	GDS	EXS	GDS	EXS	GDS
Y1	All pupils	60	80%	20%	73%	12%	82%	15%
	PPG	5	60%	20%	60%	0%	60%	20%
Y2	All pupils	60	69%	15%	69%	7%	69%	13%
	PPG	6	33%	17%	33%	0%	50%	0%

#### Progress EYFS (Rec) – KS1 (Year 2)

No progress figures as there were no statutory EYFS assessments in 2020 due to the COVID pandemic.

## Key Stage 2

### Attainment in KS2 2021-22 - % of pupils attaining expected level or above

			Reading		Writing		Maths	
			EXS	GDS	EXS	GDS	EXS	GDS
		Cohort No.						
<b>Year 3</b>	All pupils	56	77%	25%	64%	20%	79%	23%
	PPG	5	60%	0%	40%	0%	40%	0%
<b>Year 4</b>	All pupils	60	92%	27%	69%	19%	93%	31%
	PPG	9	78%	0%	56%	11%	78%	11%
<b>Year 5</b>	All pupils	60	88%	30%	72%	15%	78%	28%
	PPG	10	80%	20%	50%	30%	60%	30%
<b>Year 6</b>	All pupils	59	80%	25%	78%	22%	88%	36%
	PPG	8	88%	0%	63%	13%	88%	25%

### 2022 Results: KS1 Attainment -% comparison with Local authority

#### Reading, Writing, Maths- EXS+

Group:	Reading		Writing		Maths	
	School EXS+	LA EXS+	School EXS+	LA EXS+	School EXS+	LA EXS+
All pupils (60)	69	67	69	58	69	68
PPG (6)	33	57	33	48	50	57

**Reading, Writing, Maths- GDS**

Group:	Reading		Writing		Maths	
	School GDS	LA GDS	School GDS	LA GDS	School GDS	LA GDS
All pupils (60)	15	18	7	9	13	19
PPG (6)	17	12	0	5	0	11

**2022 Results: KS2 Attainment comparison with Local authority****Reading, Writing, Maths- EXS+**

	Reading		Writing		Maths	
	School EXS+	LA EXS+	School EXS+	LA EXS+	School EXS+	LA EXS+
All pupils (59)	80	75	78	69	88	76
PPG (8)	88	68	63	59	88	66

**Reading, Writing, Maths- GDS**

	Reading		Writing		Maths	
	School GDS	LA GDS	School GDS	LA GDS	School GDS	LA GDS
All pupils (59)	25	28	22	12		
PPG (8)	0	22	13	9	25	20

## 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

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	