



Oliver Goldsmith Primary School

Pupil premium strategy statement



This statement details our school's use of pupil premium funding for the 2023 to 2026 academic year 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	419 children
Proportion (%) of pupil premium eligible pupils	66 children (16%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years
Date this statement was published	November 2023
Date on which it will be reviewed	November 2026
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	£71,630
Recovery premium funding allocation this academic year	£0
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	£71,630

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.

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.

We ensure that our pupils have a range of support to promote positive mental health and wellbeing. Social and emotional needs are invested in to enable best outcomes. We also prioritise investing in targeted support to best prepare our pupils for the next stage in their educational career.

Challenges

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

Challenge number	Detail of challenge
1.	Closing the gap and setting ambitious challenge: 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.	Additional needs For some children there are multiple vulnerabilities including SEND, EAL and challenging family circumstances.
3.	Pupil premium children's limited access to enrichment opportunities in order to develop their 'cultural capital' 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.	Access to appropriate resources outside of school 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.
5	Supporting positive mental health and wellbeing Promoting children's wellbeing is a key part of keeping them safe, helping them develop and ensuring they have positive outcomes into adulthood (Public health England 2021)

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.	A higher proportion of pupil premium children will achieve expected or greater depth at the end of the year. End of year attainment will show narrowing of the gap between Pupil Premium and non-Pupil Premium pupil outcomes.
To continue to support the access to extra-curricular enrichment activities including music lessons, educational visits and extra-curricular opportunities for disadvantaged children.	There will be an increased uptake of our Music subsidy on offer for Pupil Premium children There will be an increased uptake of places on Yr. 5 and 6 Residentials for pupil premium pupils, subsidised by school. There will be an increased uptake of subsidised extra-curricular club spaces. There will be an increased confidence in learning and improved social interaction.
To provide all children with effective learning resources to support learning at home and parental participation.	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. 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>	<p>Stationery will be provided by school in all classes enabling all children to maximise learning time. Stationery will be replenished regularly to ensure every child has the resources required that equip them to learn.</p> <p>Good quality second hand uniform sales will continue to be well attended.</p> <p>Families in receipt of pupil premium will all benefit from being given funding for a school jumper (only logoed item of uniform) per academic year.</p> <p>SLT will continue to monitor the presentation of pupils and will offer support to families as and when required.</p>
<p>Children will have their social and emotional needs met. Positive mental health and wellbeing will be invested in to enable best outcomes for the future.</p>	<p>Pupils will have access to a range of different approaches to support their individual social, emotional and mental health needs.</p> <p>School counsellor 1:1 sessions for targeted children will have successful outcomes.</p> <p>Year 6 children will feel prepared for their transition to high school through additional support from our school counsellor.</p> <p>The schools universal offer to support mental health and wellbeing will be extended to KS1 and Reception with a focus on an emotional regulation programme. Pupils will be able to use self help strategies to help regulate emotions.</p> <p>KS2 children will continue to use emotional regulation strategies with a growing independence when needed.</p> <p>Additional targeted support both in class and in the playground will be available and effective in supporting social, emotional and mental health needs.</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: **£1000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional development to support and implementation of evidence-based approaches.</p> <p>Ongoing whole school CPD focus on metacognition and self-regulated learning taken from Rosenshine principles for learning</p> <p>Ongoing whole school CPD focus on the Reading framework</p> <p>Ongoing whole school CPD focus on the effective teaching of phonics (Rocket Phonics- a DFE approved phonics programme)</p>	<p>EEF evidence-Metacognition and self-regulation</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> <p>DFE-The reading framework</p> <p>‘The DfE recognises that extended school restrictions have had a substantial impact on children and young people’s learning and is committed to helping pupils make up learning they have lost because of the Covid-19 pandemic. As reading is so important for accessing the rest of the curriculum, ensuring pupils catch up on their reading is essential.</p> <p>Reading also offers important emotional benefits, enabling pupils, through listening to and talking about stories, to talk about their ideas and feelings and to lose themselves in books.’</p> <p>EEF- evidence on Phonics</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading. Research suggests</p>	1,2,

	that phonics is particularly beneficial for younger learners (4-7 years old) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful strategy.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £63,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil premium pupils and vulnerable children will be targeted for additional support through the National Tutor programme, small group interventions and closing the gap activities.	<p>EEF evidence-small group tuition</p> <p>‘Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.’</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, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.’</p>	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>EEF- evidence on Teaching assistant support</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 number of high-quality interactions they have with their classroom teacher both in and out-of-classes.’</p>	1,2

<p>Targeted English/Maths support</p> <p>Additional LSA support for children with SEND</p>	<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>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £38,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 Counselling support for targeted children.</p> <p>Workshops for Years 5 and 6 to support Anti-bullying.</p> <p>1:1 High school transition sessions with school counsellor for all Year 6 children</p> <p>Targeted LSA support for children that benefit from additional social and emotional support in class and in the playground.</p> <p>Sports coaches have been introduced to promote active lifestyles and collaboration which contribute to positive</p>	<p>EEF-Improving social and emotional learning in Primary schools</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> <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</p>	1,2,3,4,5

<p>mental health and wellbeing.</p> <p>NHS 'Brain buddies programme' to educate and promote self-help strategies for emotional regulation across KS1 and KS2 as part of the. Transforming Children and Young people's Mental Health Implementation programme May 23</p> <p>NHS wellbeing practitioner supporting families project</p>	<p>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>Promoting children's wellbeing is a key part of keeping them safe, helping them develop and ensuring they have positive outcomes into adulthood (Public health England 2021)</p>	
<p>Enrichment musical opportunities</p> <p>Children in receipt of Pupil premium grant will access school contribution and Brent Music service match fund subsidy (total £155 per child)</p>	<p>EEF evidence-Arts participation</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>	2,3,4,5
<p>Subsidising trips/after school activity clubs</p> <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>EEF evidence-Arts participation</p> <p>'There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts curriculum.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.</p>	3,4,5
<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>EEF Digital technology guidance report</p> <p>'Evidence suggests that teachers can use technology to increase the benefits of practice to improve fluency or retention of information, and this is likely to have a positive impact on learning.</p> <p>A simple example of using technology to increase the frequency of pupils' practice might be a quiz application on</p>	1,2,3,4,5

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.	a mobile phone or tablet that tests pupils on vocabulary in Geography or dates in History, to support pupils in remembering key information.'	
<p>Our uniform policy has been revised to support the financial challenges that disadvantaged families face. The only item with school logo required as part of our new uniform policy is our school jumper.</p> <p>When a child has been identified as being in receipt of pupil premium funding, the family is offered a school jumper free of charge.</p> <p>Stationery is provided by school in all classes.</p>	<p>EEF Education evidence-school uniform</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>	4,5

Total budgeted cost: £103,000

Last year - £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 2022 to 2023 academic year.

Impact of Pupil Premium Grant Expenditure 2022-2023

Attainment outcomes 2022-2023

EYFS

There were eight pupils in receipt of the Pupil Premium grant in Reception 2022-2023. Five of the eight children achieved a GLD.

Year 1 Phonics screening

In June 2023 all Year 1 pupils completed the statutory phonics screening check. All four children in receipt of pupil premium funding achieved the required standard.

KS1 SATs attainment

	Reading				Writing				Maths			
	2022		2023		2022		2023		2022		2023	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
All Pupils	69	15	67	22	69	7	60	7	69	13	67	21
Pupil Premium (6)	33	17	67	33	33	0	50	17	50	0	67	33

KS2 SATs attainment

	Reading				Writing				Maths			
	2022		2023		2022		2023		2022		2023	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
All Pupils	80	25	65	27	78	22	77	27	88	36	75	32
Pupil Premium (11)	88	0	64	36	63	13	82	45	88	25	55	36

There was a good uptake for free uniform items and we have received positive parent feedback regarding reducing the logoed items in our new uniform policy. Learning time in class continues to be maximised as stationery is available to all children.

Attendance of children in receipt of pupil premium funding at After School Clubs has increased from last academic year to 40%.

Eight out of twelve Year 5 children in receipt of Pupil premium funding attended our residential trip in May 2023.

Senior Mental Health Leader has successfully completed the DFE accredited training. We have introduced weekly sessions with our link NHS wellbeing practitioners as part of Mental Health support team programme. All KS2 children successfully completed NHS Brain buddies emotional regulation programme supporting positive mental health and wellbeing. Classes are now using a consistent approach to supporting children to regulate their emotions. Our school counsellor continues to see children on a 1:1 basis to deliver targeted support.

Additional learning support focusing on social and emotional needs has been introduced, enabling timetabled reflection times and bespoke approaches to meeting the social and emotional needs of individual learners.

Quality first teaching is embedded across school using the Rosenshine Principles. LSA's have completed CPD focusing on the EEF's recommendations for effective teaching assistants and use of the scaffolding triangle. This is now incorporated into daily practice.

Year 6 pupils have been supported for their next academic transfer with a preparation for high school programme which included both 1:1 and group sessions with school counsellor.

Music outcomes continue to be successful. Children with an interest and flair for music have benefitted from additional small group enrichment sessions with our specialist music teacher. 11/ 46 children played a musical instrument with financial support from PPG.

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?	

