

Pupil premium strategy statement – Olga Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	476
Proportion (%) of pupil premium eligible pupils	35.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2027
Statement authorised by	Headteacher
Pupil premium lead	Lisa Bradley Jones
Governor / Trustee lead	Hannah Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£259,065
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£5,138,657

Part A: Pupil premium strategy plan

Statement of intent

We understand educational disadvantage to mean those pupils whose achievement is at risk because of the impact of their social and economic circumstances. This might include home environment, world knowledge, as well as health and welfare considerations like social and emotional development. Educational disadvantage incorporates all children who are vulnerable, whether or not they are in receipt of the pupil premium and whether or not they are high or low prior attaining. We celebrate all our children and see everything they bring as a strength.

A key principle for us is that all staff understand these challenges and recognise their role and responsibility in mitigating them for our children. This shared responsibility is captured in the activities laid out below but also exists in the thousands of tiny interactions all our staff have with our children every day, where we seek to challenge the impact of disadvantage on our children's ability to achieve. Seeing things through the lens of disadvantage in this way helps us to be clear about the impact of our words and actions on all our pupils, but particularly our most vulnerable.

We aim to direct our limited resources to where they can make the biggest difference. Research and experience tells us this is in the classroom through high quality teaching and building strong relationships with our children. We can significantly improve all children's learning and sense of belonging at school if we focus tirelessly on anticipating where they might struggle and thinking carefully and deliberately about what we say and do each day.

Challenges

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

Challenge number	Detail of challenge
1	<i>Attainment</i> Disadvantaged children perform less well at the end of KS2 in reading, writing and maths. The cultural capital for our disadvantaged children is evident in the EYFS and across the school. Language and literacy skills impact the progress made across the curriculum.

2	Attendance Attendance for disadvantaged children is lower than non pp. A variety of factors impact attendance of disadvantaged including housing and parental well-being.
3	Personal development Personal development opportunities, educational visits and targeted oracy experiences support children to develop confidence and enhance cultural capital.

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
Improved outcomes for disadvantaged children, particularly in reading, writing and GD.	The gap between pp and non pp will continue to close at the end of each phase of education - with a particular emphasis on writing.
Improved attendance for disadvantaged children	An increase in attendance and punctuality for all vulnerable families, with the gap closing between pp and non pp children.
Personal Development	Increased number of vulnerable children representing the school in a variety of ways eg sports trips More children involved in meaningful after school clubs and activities. Pupil voice indicates that children talk confidently and articulately about their learning and experiences. Children are able to partake in wider community opportunities demonstrating oracy.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £33,442

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of experienced English specialist	EEF Walk thrus Mary Myatt research	1,3
Developing the focus five strategy with regards to planning	EEF Focus 5 research	1,3
Continued development for all staff to support high quality teaching and AFL strategies to ensure all children are actively participating.	High Quality teaching and learning EEF Improving literacy and improving maths documents Walk thrus/Mary Myatt Voice 21 DFE Writing framework	1,3

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

Budgeted cost: £ 73,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group before and after school tutoring upper KS2	Moderate impact from EEF research.	1
SALT interventions		1
Reading Interventions, specific appropriately trained support staff member running rapid catch up reading groups across KS2.	DFE Reading framework. Ensuring fidelity to a scheme.	1

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

Budgeted cost: £155,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of non teaching attendance and pastoral lead	DFE working together to improve school attendance document	1,2,3
Appointment of attendance officer based in school office	DFE working together to improve school attendance document	1,2,3
Learning mentor	EEF Teaching and learning toolkit Social and emotional learning	1,2,3
Sensory/movement interventions	DFE 'supporting mental health and well being in schools'	3
Increase spaces at after school clubs and support for payment overnight trips.	DFE 'supporting mental health and well being in schools' DFE 'using pupil premium' guidance.	2,3
Increase and target for in school events and trips eg New Scientist Live Oct 25.	DFE 'supporting mental health and well being in schools' DFE 'using pupil premium' guidance	1,2,3
Support children to access wider school leadership opportunities eg Eco club/ school tour guide	DFE 'supporting mental health and well being in schools' DFE 'using pupil premium' guidance	2,3

Total budgeted cost: £261,442

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment

There is a mixed picture across the school with regards the attainment and progress for PP children. Generally, pp children are doing less well in writing and at GD in RWM across the school. In some year groups PP children are out performing pp children in some areas.

KS2 statutory data 2025 (2024 data in brackets)

Group	Reading ARE+	SPaG ARE+	Writing ARE+	Maths ARE+	Combined ARE+	Reading GD	SPaG GD	Writing GD	Maths GD	RWM GD
Pupil Premium	72% (46%)	72% (46%)	72% (50%)	66% (50%)	55%	38%	17%	7%	24%	6%
Non Pupil premium	78% (67%)	63% (67%)	66% (74%)	78% (74%)	66% (74%)	51%	33%	9%	30%	9%

2025 the pupil premium group achieved higher in SPaG and writing at ARE and closed the gap between non pp. There has been a significant increase in all pupil premium achievement at ARE compared with 2024 end of KS2 statutory data.

GLD 2025

GLD	72%
PP (9/14)	64%
Non PP (33/45)	73%

Attendance

	2022/2023	2023/2024	2024/2025
Pupil premium	91.2%	92.7%	93.1%
Non pupil premium	93.6%	94.4%	94.1%

Unauthorised absence

	2022/2023	2023/2024	2024/2025
Pupil premium	3.73%	3.44%	1.68%
Non pupil premium	1.83%	1.52%	1.21%

Throughout the school year there has been a significant, positive shift in the whole school culture regarding attendance and punctuality. The attendance/pastoral/safeguarding lead role has ensured that attendance and punctuality are a priority when working with families for a variety of different reasons. The dedicated attendance officer in the school office has ensured immediate follow up of any absence and punctuality concerns consistently. Monitoring, support and challenge for families has been consistently carried out.

Personal development and cultural capital

There has been an increase in the number of pp and vulnerable children attending overnight trips in Year 6. The school has started to have an overnight trip in Year 4 where an increasing number of pp and vulnerable children attended. We have timetabled across the school ambitious educational experiences and all of these have been accessible to all children. Experiences have been subsidised where needed. Immediate next steps in this area are increasing the opportunities and looking at reducing barriers for vulnerable children to take part in after school/extended school activities.