

Pupil premium strategy statement: Edna G. Olds Academy 2024/2025

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.

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	Edna G. Olds Academy
Number of pupils in school	244
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2027/2028
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Melany Pemberton Executive Headteacher
Pupil premium lead	Hannah Crotty Head of School Shai-Leigh Davies Assistant Head of School
Governor / Trustee lead	Michael Brunner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,872
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	£121,872

Part A: Pupil premium strategy plan

Statement of intent

We pride ourselves on providing a high-quality learning environment for all pupils, irrespective of their background and challenges that they face to achieve their aspirational goals. Our purposeful, motivational and respectful ethos ensures that all pupils thrive within an exceptionally calm setting.

We strive to create a learning environment where everyone is empowered to gain lifelong mastery of their ambitions, skills and development – everyone is a leader of the future, understanding the impact and change they can bring to the community and the global world around them.

Our aim is to develop a unique educational hive of learning, placing inspirational practice and subject specific pedagogy at the heart of our ethos and practice, utilising high quality research led practice to spark curiosity and learning to ensure every pupil is able to achieve their full potential.

Our Main Objectives are as follows:

- Curriculum – to continue to embed strategies to ensure pupil premium children make progress in line with and exceed that of non-pupil premium children.
- Teaching and Learning – to further embed our core behaviours within all areas of the curriculum to ensure that every pupil can flourish as an inquisitive, intuitive, inspirational, critical thinker and leader.
- Education recovery- Continue to target individual and groups of children to receive support through tutoring.
- Wider outcomes – provide a range of opportunities for pupils, no matter what their background, to access learning opportunities outside the curriculum.
- Attendance – to ensure attendance of pupil premium children is at least 96% and that children have access to a range of enrichment activities to bridge the gap in cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations and discussions with pupils evidence that communication and language skills on entry to school are low.
2	Mental Health and Wellbeing: The ongoing impact of the pandemic, coupled with the cost of living crisis has led to an increased need of mental health and wellbeing support across school. The impact on our families continues to be evident.
3	Wider experiences for some of our disadvantaged children are limited. This can be a barrier to learning due to them not having the starting point as their peers when accessing the wider curriculum areas.
4	Safeguarding and Social Care are both prevalent – affecting a significant number of families within the community
5	Assessment, observations and discussions with pupils suggest disadvantaged pupils have greater difficulties with phonics than their peers on entry to school.
6	To maintain the performance of our pupil premium children to ensure that they continue to achieve in line with our non-pupil premium children.

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 further embed our well-being programme for all pupils in our school, particularly our disadvantaged pupils.	<p>Pupil voice feedback from those undertaking coaching programme, yoga nurture, football mentoring and the success in schools project evidence increased self- awareness, initiative and personal responsibility for their learning</p> <p>100% of staff understand what is meant by ‘Growth Mind-set’ and actively promote this culture within their classroom environment. Evidenced through learning walks and pupil voice feedback.</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Pupils to access the Nurture hub for breakfast and during lunch times in order to support them with their mindfulness and mental health and wellbeing. This will also engage more parents as they</p>

	will be welcomed once a week to work with their child.
To actively engage and promote deep connections with the global, local and wider school community, empowering all pupils to share their viewpoints and make a positive difference.	<p>Lesson observations evidence quality texts used to spark debate and discussion amongst pupils. The teacher facilitates enabling all children have the opportunity to contribute.</p> <p>Pupils take a lead on meaningful whole school projects- evidence shows their independence, enthusiasm and passion for making a difference and monitoring the projects they have put in place at a whole school level.</p> <p>High quality planning is used to provide exciting, well differentiated and effective learning opportunities for all children – particularly in relation to the vulnerable groups</p> <p>100% of children model excellent listening skills- taking on board others’ opinions and being respectful of other points of view</p> <p>95% of children are confident to ask questions to extend their learning and understanding</p> <p>90% of children actively question adults and each other, even if they are unfamiliar to them, about their thoughts and feelings regarding topics they are learning about, or wish to explore</p>
To continue to ensure minimal gap between pupil premium and non- pupil premium pupils’ performance.	EYFS, KS1 and KS2 outcomes show that at least 92% of disadvantaged pupils are achieving in line with their peers at ARE and GDS.
To further improve oral language skills and vocabulary among disadvantaged pupils.	<p>Lesson observations evidence quality texts used to spark debate and discussion amongst pupils. The teacher facilitates enabling all children have the opportunity to contribute.</p> <p>Improved language evidenced among disadvantaged pupils through learning walks, assessment and pupil voice interviews.</p> <p>Improved language evidenced among disadvantaged pupils through learning walks, assessment and pupil voice interviews.</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: £ 19,077

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To further embed the use of the NELI programme in school.</p> <p>Training for staff to deliver the NELI programme.</p> <p>Training to support language in the Early Years.</p>	<p>The NELI programme has been evaluated through three randomised control trials funded first by the Nuffield Foundation and then the Education Endowment Foundation.</p> <p>This found that children receiving the NELI programme made the equivalent of + 3 additional months' progress in oral language skills compared to children who did not receive NELI.</p> <p>Children receiving the NELI programme also made progress in early word reading (+2 months) and children with English as an additional language benefited just as much from the programme as native English speakers.</p> <p>Assessments showed that 100% of children undertaking the NELI programme in early years made progress. 80% of these children showed no concerns with their speech and language by Summer term.</p> <p>In addition, training is being undertaken to support speech and language for our youngest learners in the nursery. Nottinghamshire Health Care state that early intervention can provide support for vulnerable children, including prevention and early identification and support for children with additional needs.</p>	<p>1,2,5</p>
<p>To further develop the teaching of wider curriculum subjects, developing the use of computing across the school as a means to support in stimulating an appetite for learning and discovery.</p>	<p>There is a strong evidence base that the use of multi- media approaches can help to inspire pupil creativity, collaboration and critical thinking.</p> <p>The Education Endowment Foundation has found that using technology</p>	<p>1,2,3,6</p>

We will fund teacher release time to ensure all teachers are confident in using multi-media approaches to enhance wider curriculum teaching.	supports children with their explanations and modelling. This allows for children to be more engaged and motivating during their lessons.	
To continue to refine and develop dialogic activities across the school curriculum.	Dialogic teaching approaches improve pupil engagement and enables them to develop confidence in the way they communicate their ideas and interactions with each other.	1,2,3,5,6

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

Budgeted cost: £ 66,318.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide school led tutoring for our most vulnerable pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,5
Teaching assistants withdraw pupil premium children for interventions during each afternoon.	If children have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. The afternoon sessions are also used to support children by pre-teaching key concepts that will then support them to be able to access the learning within the classroom.	6
Success in school project work - programme delivered by a nurture therapy and yoga specialist.	Improvement in characteristics of learning evident within our Pupil Premium pupils / cohorts:	2,4

	<p>Evidence of increased resilience, confidence, perseverance and leadership skills.</p> <p>Individual vulnerable pupils achieve in line with their peers – reduction in any learning behaviour targets.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,807.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 Counselling Trained counsellor to deliver specialist sessions</p>	<ul style="list-style-type: none"> Increased self-confidence and rates of self-belief leading to improved rates of pupil well-being Improved characteristics of learning evident within our FSM pupils / cohorts: Children demonstrate resilience, confidence, perseverance and leadership skills Individual vulnerable pupils achieve in line with their peers – reduction in any learning behaviour targets 	1,4
<p>Providing yoga / nurture therapy Yoga nurture specialist trained to deliver programme</p>	<ul style="list-style-type: none"> Increased rates of pupil well-being Embedded growth mind-set culture - all Pupil Premium pupils Improved rates of concentration Behaviour management Stress reduction 	2,4,5
<p>Allocation of funding to support eligible vulnerable pupils to</p>	<ul style="list-style-type: none"> Uptake and attendance of pupils at extra-curricular/enrichment activities 	2,3,4

<p>access our extended learning club, sports clubs, visits and curriculum enrichment</p> <p>Pupils access quality after school care – attend our extended learning club provision (3:15 – 5:50pm 2X weekly)</p>	<ul style="list-style-type: none"> • Increased pupil attainment • Homework activities and home reading will be completed in line with the expectations of other pupils • Improved sports performance and mind-set skills • Improved resilience skills through accessing tailored program • Pupil Premium pupils access all trips in school to further develop their skills – embed their learning and understanding 	
<p>Allocation of funding to support eligible families with uniform/school costs</p> <p>Parents will be supported with the provision of sports uniform as well as school uniform. This will enable children access our curriculum sports provision in suitable attire as well as feeling more confident to participate in extra-curricular clubs</p>	<ul style="list-style-type: none"> • Whilst it is acknowledged that uniform does not on its own increase attainment (EEF research) we believe it is important to support the inclusion and well-being of our pupils who are eligible by removing this barrier. • Increased pupil well-being • Improved sports performance - comfort 	4
<p>Providing a nurture hub for children to support with mental health and wellbeing by a trained SMH lead.</p>	<ul style="list-style-type: none"> • A trained SMH lead role is supported and promoted by the DFE. • The DFE states that good mental health and wellbeing supports children to develop. • Children are more likely to attend school. • The level of engagement in learning improves. • Children can fulfil their potential. • ELSA support provides guidance with emotions and relaxation. • ELSA support tackles children challenges and how to manage these challenges. 	2, 4, 5
<p>Providing a toddler group for children who have</p>	<ul style="list-style-type: none"> • Children are given opportunities to be exposed to new ways of 	

<p>siblings who attend school.</p>	<p>playing and learning with their families.</p> <ul style="list-style-type: none"> • Children have an opportunity to socialise and communicate with children of a similar age, which they may not have previously been able to. • The EEF states that ‘Positive outcomes have been identified for a range of early learning outcomes including language, early literacy, early numeracy and a range of other cognitive outcomes. Play-based approaches can have substantial benefits for children who are identified as having social, emotional, or educational difficulties.’ • Therefore engaging with toddlers from a young age helps to prepare these children are nursery and to help identify any early interventions that may need to be put into place. 	
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Total budgeted cost: £ 136,203

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.

Intended Outcome 1: To further embed our well-being programme for all pupils in our school, particularly our disadvantaged pupils.

Small group yoga therapy sessions have had a huge impact on pupil premium children and their learning. 70% of Pupil Premium pupils who have been part of yoga therapy are at ARE in reading, writing, maths and GPVS 78%. Pupils have made 94% expected progress in reading, writing, maths and GPVS. Through small group and 1:1 sessions, the pupils have grown in confidence and improved their learning behaviours, by becoming more independent. The children have become more resilient and are now more willing to have a go and learn from their mistakes. The yoga therapy sessions have helped them to develop a 'growth mind set' which they are able to apply to all aspects of their learning.

Pupil voice feedback from those undertaking yoga nurture, football mentoring and the success in schools project evidence increased self- awareness, initiative and personal responsibility for their learning.

There has also been a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

Intended Outcome 2: To refine our Personal, Social and Emotional (PSED) curriculum in order to address the impact of lower confidence and self- esteem caused by the pandemic.

100% of staff understand what is meant by 'Growth Mind-set' and actively promote this culture within their classroom environment. Evidenced through learning walks and pupil voice feedback.

92% of children are able to recognise the emotions they are feeling and have strategies they use to overcome difficulties

100% of staff understand what is meant by Executive Functioning skills and can apply the theory to support children to overcome barriers and difficulties within their learning- developing resilience.

92% of children are able to utilise Executive Functioning strategies to support their learning and understanding- evidenced within their learning behaviours and achievements.

Intended Outcome 3: To continue to ensure minimal gap between pupil premium and non-pupil premium pupils' performance.

Our internal assessments during 2023/2024 show that the performance of disadvantaged pupils was slightly higher than in previous years in reading, writing maths and GPVS. Almost all

disadvantaged children have continued to make good or above expected progress. Bespoke interventions are in place to continue to support closing the gap for all children

Whole school overview 2023/2024:

	Reading	Writing	Maths	GPVS
% making expected progress	96%	95%	96%	96%
% making above expected progress	13%	10%	11%	16%
% at ARE	83%	78%	87%	83%
% at GDS	20%	14%	20%	18%

Year group overview 2023/2024:

Year	Reading		Writing		Maths		GPVS	
	% making expected progress	% at ARE	% making expected progress	% at ARE	% making expected progress	% at ARE	% making expected progress	% at ARE
R	100%	91% (10/11)	100%	92% (9/11)	100%	100% (11/11)	/	92% (9/11)
1	100%	84% (16/19)	100%	84% (16/19)	100%	84% (16/19)	100%	84% (16/19)
2	100%	92% (11/12)	100%	75% (9/12)	100%	83% (10/12)	100%	75% (9/12)
3	79% (11/14)	64% (9/14)	79% (11/14)	64% (9/14)	79% (11/14)	92% (12/13)	86% (12/14)	64% (9/14)
4	100%	75% (9/12)	100%	66% (8/12)	100%	66% (8/12)	100%	83% (10/12)
5	100%	83% (10/12)	100%	83% (10/12)	100%	92% (11/12)	100%	92% (11/12)
6	92% (12/13)	92% (12/13)	85% (12/13)	85% (12/13)	92% (12/13)	92% (12/13)	92% (12/13)	92% (12/13)

All Pupil Premium pupils have had the opportunity to access a range of personalised intervention programmes to suit their individual needs throughout the year. As a result of the interventions all Pupil Premium children have made 98% progress in reading, writing, maths and GPVS. Personalised interventions have helped pupils in KS1 and KS2 to develop their writing, by giving them the opportunity to be exposed to a range of genres, and gain a better understanding about how sentences can be structured most effectively. The children have then been able to apply these skills back in the classroom. Reading interventions have also helped children to develop their confidence in their ability to read, comprehend more complex texts. They have also learnt

techniques to help them to identify where to locate key information within a text and then infer and deduce its meaning. Speed Reading is another strategy that has been used to support Pupil Premium pupils develop their reading comprehension skills. Speed Reading has helped children to develop the key skills of skimming and scanning to locate information quickly within a text, to identify key points. Tailored phonics interventions have also ensured the gap is closed for our children, enabling them to decode confidently and apply their phonics strategies to reading and writing. Teaching Assistants also withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. The afternoon sessions are also used to support children by pre-teaching key concepts that will then support them to be able to access the learning within the classroom.

Pupil Premium pupils were also able to access additional after school teaching sessions in order to help them further develop their understanding and learning. The booster groups were used to enable all pupils, including the more able, to excel in their learning and achieve their full potential, despite experiencing the pandemic. As a result of the booster sessions, the Pupil Premium children have maintained their expected achievements during the 2023/2024 academic year.

Offering Pupil Premium pupils the opportunity to attend extended learning club free of charge for two evenings a week has resulted in huge impact gains for pupils' attainment. Extended learning club offers pupils the opportunity to gain support with their homework, take part in extra sports activities, learn new art skills and extend their reading comprehension skills. The children are also provided with a healthy tea. Pupil Premium pupils who have accessed our extended learning club have made 100 % progress in reading, writing, maths and GPVS. 83 % of pupils are at ARE in reading, writing, maths and GPVS.

Parents have also been supported with the provision of sports uniform as well as school uniform. This has meant children access our curriculum sports provision in suitable attire as well as feel more confident to participate in extra-curricular clubs

Intended Outcome 4: To further improve oral language skills and vocabulary among disadvantaged pupils.

Lesson observations evidence quality texts used to spark debate and discussion amongst pupils. The teacher facilitates enabling all children have the opportunity to contribute.

The NELI programme is to enhance the speech and language of the children in EYFS and KS1. This was conducted last year and through learning walks, assessment and pupil voice interviews, it is evident that improved language is apparent among disadvantaged pupils, with 100% of pupils making progress.

Service pupil premium funding (optional)

Edna G. Olds Academy does not currently receive any funding for SPP.

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?	N/A

Further information (optional)

To continue to embed the robust monitoring system which tracks the progress of all pupil premium groups from EYFS – Y6.

Analyse performance of Achievement for All cohorts to ensure they consistently achieve above rates of progress (as of 2023/2024 data trends)

Scrutinise progress data to identify any underachieving pupils and then create targeted vulnerable pupils' groups and impact groups according to pupils' individual needs.

Ensure that any attainment gaps are closed by the end of Key Stage 2.