

Pupil Premium Strategy Statement 2023-24



This statement outlines our pupil premium strategy for the 2023-24 academic year; how we intend to spend the funding and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Orchard Primary School
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	10.3% (34)
Academic years that our current PP strategy plan covers	2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Fiona Shields
Pupil premium lead	Fiona Shields
Governor lead	Sue Shearman

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£64668
Recovery premium funding allocation this academic year	£6307.50
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£70,975.50

Part A: Pupil premium strategy plan

Statement of intent

- To ensure that all children receipt of Pupil Premium make accelerated progress so that they are either working at age related expectations in Reading, Writing and Maths by the end of the academic year, or they have made outstanding progress throughout the year so that the gap is closing.
- To ensure that pupils take part in an enriched curriculum that provides experiences to enhance progress in academic, social and emotional development.
- To have no recognisable gap between the attainment of pupils in receipt of PP and non-pupil premium groups.
- To ensure that standards of attainment and progress for PP children meet national expectations and that children achieve their full potential.

We prioritise the use of the Pupil Premium as follows:

Pupil Premium pupils who are underachieving.

Pupil Premium pupils who are achieving well and deserve to be extended and challenged to reach their true potential.

In making provision for socially disadvantaged pupils, we recognise however that not all pupils who receive free school meals via PP will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Therefore, whilst it is recognised that Pupil Premium funding is to be allocated to those specifically identified using the Government criteria, we will seek opportunities wherever possible to expand that support so that other vulnerable pupils or groups may also benefit from interventions and enhancement activities that are being delivered for Pupil Premium.

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

Challenge number	Detail of challenge
1 Reading	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 - particularly inference and comprehension skills, as well as fluency (sometimes due to a lack of practice at home).
2 Writing	Lack of vocabulary to draw on; poor spelling and sentence construction; restricted oral language and limited writing skills. Progress and attainment in reading is good throughout school, but progress and attainment in writing and spelling is not in-line with reading. Notably, there are increasing gaps in attainment and progress of boys' writing – have increased during the pandemic due to lack of engagement with remote writing tasks.
3 Maths	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is typically below that of non-disadvantaged pupils. Fluency and recall of basic skills – those children furthest behind struggle to recall addition facts, times tables, basic number bonds and find retaining taught calculation strategies difficult.
4 EYFS	PP pupils entering school in EYFS generally have very low attainment in English, with oracy, reading and vocabulary skills and understanding below that of others of their age group. Due to a poorer socio-economic and disadvantaged upbringing, these children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, PP children are unlikely to use talk to connect ideas and explain what is happening coherently. We are seeing an increasing number of children accessing SALT in Reception. Most children working within 22-36 month age band on entry to Reception despite making accelerated progress do not meet the required end of year ELGs.

5 Personal Development	Levels of resilience and independence for some pupils are not as strong as they could be; this can lead to an over reliance on adults and a detrimental effect on academic progress, particularly in Maths (both with basic arithmetic and reasoning/problem solving). Learning behaviours may need strengthening due to long periods of self-isolation and disrupted learning during the pandemic.
6 Personal Development	Some of our pupil premium children have a lack of cultural capital and enrichment opportunities outside of school. Some PP children need broader outlooks and higher aspirations - low stimulation outside school and lack of life experience.
7 Mental Health & Well-being	Less developed social and emotional intelligence in some PP children (low self-esteem, anxiety, anger management issues). Some individuals are not in a position to make accelerated progress without additional nurturing support and the intervention of external agencies.
8 Behaviour & Attitudes	Improving attendance and readiness to learn for the most disadvantaged pupils is becoming an increasing issue now that additional catch up intervention groups are run from 8.45am-9.05am.
9 Mental Health & Well-being	Hardship within some PP families – safeguarding issues, proportionally lower parental engagement, limited support for home learning, restricted life experiences, families struggling financially, low aspirations.
10 SEND	Ensuring that provision is tailored to meet the personal barriers to learning for each child. For example, 46.7% of disadvantaged children are recorded as requiring additional intervention due to having SEND or mild learning difficulties. 26.7% of the 30 Disadvantaged pupils are SEND Support requiring high levels of intervention as they are working <i>significantly</i> below ARE. Another 20% are classed as ‘Watchful Eye’ as they are working <i>below</i> ARE and have additional learning needs.

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
<p>Priority 1: To narrow the <u>attainment</u> gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths through quality first teaching and closely monitored intervention groups. Better teaching and directed support ensures disadvantaged children keep up with their peers. Pupils keep up not catch up.</p>	<ul style="list-style-type: none"> • Data shows that individual PP pupils have <i>accelerated</i> their rate of progress in Reading, Writing and Maths. • Increased percentage in the number of pupils achieving the expected standard in Reading, Writing and Maths in all year groups but especially EYFS, Y2 and Y6. • Increased % in the number of pupils achieving the expected standard in Phonics in Y1 and Y2. Phonics outcomes for PPG pupils judged at least good. • Attainment gaps between PP and non-PP children are closing. • Class teachers demonstrate a high level of knowledge of children’s individual needs at PPMs • A focus on early reading strategies in EYFS and KS1 and novel study in KS2 increase reading attainment. • We have increased reading for pleasure amongst Disadvantaged pupils. • Daily Maths ‘fluency’ sessions cement ‘the basics’ leading to better attainment in arithmetic especially. • All relevant EYFS/KS1 staff have received training to effectively deliver the ‘Jolly Phonics’ scheme so that disadvantaged pupils obtain the required attainment outcomes against their peers nationally, based on the Phonics Check. • Talk for Writing processes are embedded across the whole school which leads to an increase in attainment. • Through participation in the NELI programme, communication and language skills for identified pupils in EYFS improve significantly.

<p>Priority 2: A high proportion of our disadvantaged pupils make or exceed nationally expected <u>progress</u> rates at the end of EYFS, Y1 PSC, KS1 and KS2; rates of progress in non-reporting year groups is at least 'good'.</p>	<ul style="list-style-type: none"> • All progress scores for disadvantaged pupils are in the positive range at the end of KS2 in Reading, Writing and Maths. • Disadvantaged pupils make expected progress in Foundation subjects through careful monitoring of standards within our Creative Curriculum. • Quality First Teaching – impactful CPD further strengthens pedagogy, particularly the use of AFL and feedback; scaffolding strategies and teacher modelling techniques. • SENDCOs work with teachers to improve their capacity to support SEND and lower ability children, including strategies and resources relating to understanding barriers and addressing needs. • Targeted, impact measured interventions for RWM 1:1; small group tuition, booster activities improve attainment.
<p>Priority 3: For all pupils to have improved resilience and aspirations through access to wider opportunities within an enhanced curriculum that will impact positively on learner behaviours and pupil outcomes re: academic, social and emotional development.</p>	<ul style="list-style-type: none"> • Majority of Disadvantaged children take part in at least two after-school clubs or enrichment activities each year e.g. sports competitions, peripatetic music lessons. • Increase in the number of pupils accessing extra-curricular activities and trips, increasing their life experiences. • All PP pupils reach their full potential; some exceed – more able PP are judged as working at GDS. • Our rich, exciting and engaging themed-based curriculum is further enhanced to ensure that lessons promote shared values and pupils' SMSC development. • We support children in becoming 'citizens of good character' by fully embedding Character Education initiatives across the whole school. • Positive emotional wellbeing and good mental health is promoted across the school community so that all pupils have high aspirations and positive self-esteem. • A free place at Morning Larks Breakfast Club is provided for PP children. • Quality lunchtime and after-school clubs offered free to PP children provide them with wider opportunities thereby enhancing their personal development. • Trips, visits, clubs are subsidised so PP children have the same opportunities and experiences as non-disadvantaged children.
<p>Priority 4: To address the academic, social, emotional and mental health needs of pupils who are most at risk of underachieving through support for our vulnerable families.</p>	<ul style="list-style-type: none"> • For pupils with SEMH needs, accurate and timely identification and careful monitoring of individual targets, support plans and bespoke provision in class enables these children to thrive. • SENDCOs proactively engage with outside agencies to provide additional support and advice where appropriate re: mental health and well-being. • Wellbeing Team identify parents for additional support and work with them on strategies to support SEMH and further parental engagement. • Class Dojo and home learning protocols increase the amount of home learning that children have access to. • School further develops its communication via accessible website with regular Dojo Posts, Twitter feeds and links. • Maths, Reading and Phonics Parents programmes and other curriculum events for parents are held throughout the year. • Reduced absence among pupils eligible for PP to achieve targets. • Attainment and progress is improved through greater motivation and self-learning. • Parents report positive experiences of working with their children on learning objectives at home. • Attainment and progress is improved through greater motivation and self-learning.

Activity in this academic year

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

Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To teach challenging and thoughtfully scaffolded lessons across all ability ranges, demonstrating the use of an appropriate range of teaching skills, strategies (including feedback) and resources that meet learners' needs, take account of diversity and promote equality and inclusion.</p>	<p><i>Sutton Trust found that, 'The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers</i></p> <p><i>Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</i></p> <p><i>High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).</i></p> <p><i>Evidence to support the impact of quality first teaching. The EEF notes that feedback appears to have a greater effect on primary pupils (+7 months):</i></p> <p><i>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</i></p>	<p>1, 2, 3, 4, 10</p>
<p>Embed the use of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p><i>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</i></p>	<p>1,2,3,4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p><i>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</i></p> <p><i>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</i></p> <p><i>The EEF guidance is based on a range of the best available evidence:</i></p> <p><i>Improving Mathematics in Key Stages 2 and 3</i></p> <p><i>EEF Tiered Approach, 'Making learning stick - the science of learning,' EEF tiered approach, DfE 2020, Rosenshine</i></p> <p><i>EEF Professional Development Guidance Report</i></p>	<p>3,4</p>
<p>To address the specific needs of each child on an individual basis, to ensure that support and provision is personalised to meet the barriers to learning for each child.</p>	<p><i>Evidence to support the impact of quality first teaching and targeted support:</i></p> <p><i>The EEF Guide to the Pupil Premium</i></p> <p><i>Evidence to support closing the gap:</i></p> <p><i>Mark Rowland – Addressing Educational Disadvantage</i></p> <p><i>EEF The Attainment Gap</i></p>	<p>1,2,3,4 & 10</p>
<p>Projected spending</p>	<p>£15, 500</p>	
<ul style="list-style-type: none"> In-class support: embed the deployment of Support Staff to work <i>specifically</i> with Disadvantaged children identified as needing further support to close academic gaps in Reading, Writing and Maths, including those in the bottom 20% (where appropriate). <i>Additional</i> LSA hours for the academic year £10,000 based on an average of £16 per hour, 30-38 weeks a year. CPD targeting RWM £500 		

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics</p> <ul style="list-style-type: none"> • Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. (Small group phonics intervention with HLTA across KS1 in addition to QFT class). • Ensure all relevant staff (including new staff) have received training to deliver Early Reading and the phonics scheme effectively. • To ensure that delivery of the validated Jolly Phonics Scheme is monitored closely across EYFS and KS1 and pupils making below expected progress are identified in Pupil Progress Meetings. • Purchase Jolly Classroom Subscription. 	<p><i>EEF toolkit states that phonics interventions have a +4 months impact on the most vulnerable pupils.</i></p> <p><i>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</i></p> <p><i>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</i></p>	1, 4, 10
<p>Reading</p> <ul style="list-style-type: none"> • Further develop the use of Accelerated Reader across all year groups to increase reading for pleasure. • To promote a love of reading throughout school - create a welcoming and positive reading environment in each class, the library and the entrance hall. • Early Reading in EYFS/KS1 – use detailed, sharp, ongoing assessment systems and recording processes to ensure teaching and texts are matched to need. • To monitor the use of Accelerated Reader in KS2 to increase reading for pleasure and ensure regular reading opportunities are delivered. • Prioritising the hearing of the lowest 20% for daily reading. Fluency is considered alongside decoding before children progress through book bands. • Once phonic knowledge is secure, KS2 interventions to have balanced focus on vocabulary development, reading fluency and comprehension skills. • Track closely attainment and progress of disadvantaged pupils – AFL leads to responsive and precisely targeted pre and post teaching. Teachers provide pupils with modelling/scaffolding/ steps to achieve them. • Quality first teaching and intervention groups across all classes (catch up booster sessions and small group tuition). Target disadvantaged pupils using in house data analysis and provide a catch up ‘tutor’ or HLTA for 1:1 reading fluency practice, or group reading comprehension activities, in every year group to close the gap. Experienced HLTAs & TAs assigned to Y6 and Y2 • Ensure class books are used in context and linked to subject topics. Novel study books to be high quality with challenge, cross-curricular linked where possible. • Regular monitoring of Phonics and Reading provision. • Purchase of SHINE intervention material for Reading. 	<p><i>EEF guidance report Improving Literacy in KS1 states that effectively implementing a systematic phonics programme has ‘very extensive’ evidence to suggest it will be effective. It states progress should be monitored, lessons should be engaging and all staff should receive training.</i></p> <p><i>Teaching reading comprehension strategies has a high impact for disadvantaged pupils for a low cost according to EEF toolkit (+6 months impact). It also has a ‘very extensive’ evidence strength as mentioned in the Guidance Report Improving Literacy in Key Stage 2.</i></p> <p><i>Developing pupils’ language capability to support their reading and writing has ‘extensive’ evidence according to EEF Guidance Report Improving Literacy in Key Stage 2. This includes reading books aloud, vocabulary, structured questioning to develop comprehension and thinking aloud.</i></p>	1, 4, 10
<p>Writing</p> <ul style="list-style-type: none"> • High quality CPD in Talk for Writing to develop staff skills in delivering appropriate learning strategies. 	<p><i>Sutton Trust found that, ‘The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these</i></p>	2, 4, 10

<ul style="list-style-type: none"> Track closely attainment and progress of disadvantaged pupils – AFL leads to responsive and precisely targeted teaching. Teachers provide pupils with modelling/scaffolding/ steps to achieve them. Quality first teaching and intervention groups across all classes (catch up booster sessions and small group tuition). Target disadvantaged pupils using in house data analysis and provide a catch up ‘tutor’ or HLTA for 1:1 reading fluency practise, or group reading comprehension activities, in every year group to close the gap. Experienced HLTAs & TAs assigned to Y6 and Y2 Writing planning to follow the T4W steps in the teaching sequence - to be closely monitored by English Lead. 	<p><i>pupils gain 1.5 years’ worth of learning with very effective teachers</i></p> <p><i>Small group tuition having an impact of +4 months (EEF)</i></p> <p><i>Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</i></p> <p><i>High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).</i></p>	
<p>Maths</p> <ul style="list-style-type: none"> Establish small group Maths interventions for disadvantaged pupils falling behind age-related expectations. Purchase of SHINE interventions for Maths. Track closely attainment and progress of disadvantaged pupils – AFL leads to responsive and precisely targeted teaching. Teachers provide pupils with modelling/scaffolding/ steps to achieve them. Quality first teaching and intervention groups across all classes (catch up booster sessions and small group tuition). Target disadvantaged pupils using in house data analysis and provide a catch up ‘tutor’ or HLTA for 1:1 reading fluency practice, or group reading comprehension activities, in every year group to close the gap. Experienced HLTAs & TAs assigned to Y6 and Y2. WRM delivery to be streamlined and tailored to securing fluency before introducing reasoning and problem solving to LA pupils. Minimise the number of strategies and methods taught for calculations. Continue to use manipulatives and modelling to secure knowledge of place value and other key numerical concepts. 	<p><i>Sutton Trust found that ‘The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers</i></p> <p><i>Small group tuition having an impact of +4 months (EEF)</i></p> <p><i>Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</i></p> <p><i>High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).</i></p>	3, 4, 10
<p>To ensure summative results for the reporting years are at, or exceed, national expectations for progress</p> <ul style="list-style-type: none"> Small group intervention with experienced Teachers/HLTAs and TAs in addition to QFT. NELI to be implemented with targeted pupils in EYFS to improve C&L skills. Additional TA/LSA deployment for small group tuition in Reading, Writing and Maths across all year groups. (Increase capacity of adults in every year group from Rec to Y6 to provide a more favourable staff to pupil ratio, resulting in positive progress gains). Provision maps, based on analysis of data and teacher knowledge, detail targeted support and are analysed for impact. Additional booster classes for RWM across the whole school daily 8.45am-9.25am. Support staff to be class based for same day intervention: including pre and post teaching. Class teacher to direct the learning of disadvantaged pupils and provide the majority of their teaching. QLA used to ensure and inform precision teaching. Experienced HLTA & TA assigned to classes with high proportions of disadvantaged or vulnerable pupils; split teaching within LKS2 and UKS2 allows for Teachers, HLTA and TA to target groups of disadvantaged children. 	<p><i>Sutton Trust found that, ‘The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers</i></p> <p><i>Small group tuition having an impact of +4 months (EEF)</i></p> <p><i>Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</i></p> <p><i>High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).</i></p> <p><i>NELI has been robustly evaluated through a randomised control trial between June 2018 and November 2019. The results provide strong evidence for the effectiveness of the NELI programme. The trial involved 1,156 pupils in 193 schools. NELI children made an average of 3 ADDITIONAL months’ progress in language. This result has a very high security rating: 5 out of 5 on the EEF padlock scale.</i></p>	1, 2, 3, 4, 10

<ul style="list-style-type: none"> • Train and support teachers and Learning Support Assistants with up to date/evidence based training for quality first teaching/ small group interventions/ feedback (written and verbal) + 8 months progress (EEF Toolkit). • Upskill support staff with appropriate approaches and pedagogy to teaching interventions. (SENDCOS to lead). • CPD with a focus on feedback and assessment and committing knowledge to long term memory. • Purchase resources to target specific PP children – out of school learning to close gaps e.g. Phonics Books; Handwriting Practice Books; Magazines/Comics; CGP books; Time Tables books • Regular Phase PP Progress meetings - teachers and staff in year groups and cohorts to work as teams to identify and provide keep up support where identified. • Cohort action plans in place that identify gaps in learning and next steps. Cohort review meetings every 3 weeks with HT/DHT/SENCO and SLT members. 	<p><i>The cost of NELI is £58 per child (where the programme is used over 3 years with 5 children per year).</i></p> <p><i>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</i></p> <p><i>Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF The Attainment Gap</i></p>	
Projected spending	£44,000	
<ul style="list-style-type: none"> • Subsidy for <i>additional</i> TA/LSA deployment for small group tuition and targeted interventions in Reading, Writing and Maths across all year groups; Targeted maths, reading and writing booster classes. £30,000 based on an average of £16 per hour, 30-38 weeks a year. • Interventions: HLTAs in year groups with a high % of PPG children to run interventions and Booster Sessions or free teaching staff up to lead targeted tuition sessions. HLTA = £18.11/hr ELSA £15.37/hr (literal cost, doesn't inc holiday pay - with holiday pay increase by approx £1.50/hr) £14,000 • NB: New reading books will be PTA funded. 		

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To enhance pupils' cultural capital by providing a breadth of experiences and ensuring that there are no financial barriers to taking part.</p> <ul style="list-style-type: none"> • To ensure the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development. • To allow all disadvantaged children in the relevant year groups a free residential. • To allow pupils to partake in visits free of charge which build on skills and knowledge from Creative Curriculum lessons and enhance Cultural Capital. • To provide greater enrichment opportunities for disadvantaged pupils e.g. have themed curriculum days to deepen children's understanding of specific topic areas; use live theatre/performance to engage and enthuse learners and provide further enrichment opportunities; increase the range of visitors. • Subsidise offsite trips, residential visits and extra-curricular activities to ensure there are no financial barriers to taking part. E.g. after school sports clubs; swimming lessons; 	<p><i>Ofsted: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</i></p>	5, 6

<p>school trips & transport subsidy; residential subsidy; PTA events.</p> <ul style="list-style-type: none"> • To use live theatre/performance to engage and enthuse learners and provide further enrichment opportunities • Subsidise children to take part in after-school coaching sessions to develop fitness, expertise and team-building. (See also Sports Grant) • Ensure that disadvantaged pupils are offered the opportunity to represent the school at Sports Competitions. • To provide specialist music tuition. 		
<p>To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations</p> <ul style="list-style-type: none"> • To identify pupils who are falling behind national expectations for attendance. • Embedding principles of good practice set out in the DfE's Improving School Attendance advice. • To provide tailored support for families with low attendance, working with the school's attendance team and key members of staff. (Early Intervention approach). • Daily meet and greet and late gate. • To provide pupils with the opportunity to attend Morning Larks Breakfast Club for free and to engage with structured activities such as TTRockstars and Spelling Shed. • SENDCO to act as Pastoral Lead (none classroom based role for three days) 	<p><i>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</i></p> <p><i>EEF research states that parental engagement has a +3 month impact on disadvantaged pupils.</i></p> <p><i>EEF toolkit states social and emotional strategies have a +4 month impact on disadvantaged pupils</i></p> <p><i>KCSIE 2021 & NSPCC 'Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (DfE), 2018; Department of Health, Social</i></p> <p><i>Services and Public Safety, 2017; Early Intervention Foundation (EIF), 2018 - Providing timely support is vital. Addressing a child or family's needs early on can reduce risk factors and increase protective factors in a child's life.</i></p>	8
<p>To work reactively with vulnerable families and provide bespoke support for any SEMH issues</p> <ul style="list-style-type: none"> • To allocate a contingency fund to support current pupils and those who are new to Orchard. This may be on additional interventions or additional adult support. • Free Breakfast/After-School club. • Commission the services of professionals so that all PP children with complex learning and emotional, social or behavioural difficulties are supported towards successful outcomes and full inclusion (EP; SALT; assigned TA/LSA Intervention time; Mindfulness sessions; ELSA sessions; support from the school's Wellbeing Team). • To enable children to engage fully in school life and feel healthy and well during the school day (buy uniform and/or sports kit; purchase milk for pupils @ break-time; subsidise breakfast and after-school club; Infant & Junior Meals Dinner Arrears for vulnerable/none eligible FSM families facing hardship). • Embed R2R and Character Education across school. • Wellbeing Team support identified parents to engage in their children's learning and support effectively at home. E.g. Ensure that pupils have regular routines including home reading, homework, spellings and have the correct equipment in school. 	<p><i>EEF research shows that a free breakfast club offering a nutritious meal before school can boost outcomes by the equivalent of two months progress per year.</i></p> <p><i>EEF research states that parental engagement has a +3 month impact on disadvantaged pupils.</i></p> <p><i>EEF toolkit states social and emotional strategies have a +4 month impact on disadvantaged pupils</i></p> <p><i>KCSIE 2021 & NSPCC 'Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (DfE), 2018; Department of Health, Social</i></p> <p><i>Services and Public Safety, 2017; Early Intervention Foundation (EIF), 2018 - Providing timely support is vital. Addressing a child or family's needs early on can reduce risk factors and increase protective factors in a child's life.</i></p>	9

Projected spending	£10,1000
<ul style="list-style-type: none"> • Breakfast Club/After-School Club Subsidies (£1500) • Subsidise offsite trips, residential visits and extra-curricular activities/enrichment (£4000) • Junior Meals (£3500) • Dinner Arrears (£300) • PE Uniform (£150) • Uniform (£150) • Ed Psych (£500 subsidized with SEND budget) 	
NB: A Contingency Fund is also set aside for £1000	

Total budgeted cost: £70,600 (Total budget: £70,975.50)

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.

Aim	Outcome																																							
<p>Priority 1: To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths through quality first teaching and closely monitored intervention groups. Better teaching and directed support ensures disadvantaged children keep up with their peers. Pupils keep up not catch up.</p>	<table border="1"> <thead> <tr> <th colspan="4">Whole School % Disadvantaged, FSM & PPG pupils working at Expected+</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged (40)</td> <td>70%</td> <td>50%</td> <td>75%</td> </tr> <tr> <td>Non Disadvantaged (243)</td> <td>87.2%</td> <td>79.4%</td> <td>88%</td> </tr> <tr> <td rowspan="2">Difference/Gap</td> <td>-17.2%</td> <td>-29.4%</td> <td>-13%</td> </tr> <tr> <td>Gap 21-22 = -17.6% Gap 20-21 = -22.8</td> <td>Gap 21-22 = -28.4% Gap 20-21 = -31%</td> <td>Gap 21-22 = -23.3% Gap 20-21 = -25.8%</td> </tr> <tr> <td>FSM (38)</td> <td>71%</td> <td>50%</td> <td>76.3%</td> </tr> <tr> <td>Non FSM (237)</td> <td>86.9%</td> <td>79.2%</td> <td>87.7%</td> </tr> <tr> <td>Pupil Premium (40)</td> <td>71.3%</td> <td>51.4%</td> <td>74.3%</td> </tr> <tr> <td>Non Pupil Premium (234)</td> <td>86.7%</td> <td>78.6%</td> <td>87.9%</td> </tr> </tbody> </table>	Whole School % Disadvantaged, FSM & PPG pupils working at Expected+					Reading	Writing	Maths	Disadvantaged (40)	70%	50%	75%	Non Disadvantaged (243)	87.2%	79.4%	88%	Difference/Gap	-17.2%	-29.4%	-13%	Gap 21-22 = -17.6% Gap 20-21 = -22.8	Gap 21-22 = -28.4% Gap 20-21 = -31%	Gap 21-22 = -23.3% Gap 20-21 = -25.8%	FSM (38)	71%	50%	76.3%	Non FSM (237)	86.9%	79.2%	87.7%	Pupil Premium (40)	71.3%	51.4%	74.3%	Non Pupil Premium (234)	86.7%	78.6%	87.9%
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	<ul style="list-style-type: none"> • Whole School Aim: To close the disadvantaged gap across the school in Reading and Maths, reflected in our internal data: whilst the gap for Reading is reducing, and the gap for Maths has reduced significantly for Disadvantaged pupils across the school, attainment in Writing remains an issue. • On the whole however, high quality teaching is supporting pupils to make sound <i>progress</i> in their learning <i>from their respective starting points</i>. Effective planning, questioning and feedback are enabling most PP pupils to develop their knowledge and skills so that the vast majority of PP pupils make similar or better progress than other pupils. Pupil engagement continues to increase across all classes. The quality of interventions continues to improve leading to better outcomes. There is a continued improvement in the standards achieved by PP children as a result of good teaching, personalised learning experiences, the effective use of resources and CPD tailored to pupils' current and future needs. • Personalised intervention programmes have enabled a lot of PP children to make progress in line with their peers. All interventions had some positive effects. Staff have made detailed 'baseline' assessments for interventions and at the end of the intervention to ascertain which are the most effective. Our analysis of impact shows clear 'small steps' progress against key skills for our lower ability individual Pupil 																																							

	<p>Premium children. Issues remain re: attainment for SEND PP pupils with complex SEND or ANd needs.</p> <ul style="list-style-type: none"> The quality of teaching and level of instruction and questioning by Support Staff continues to increase. All teaching is now at least good, with more aspects of practice judged as outstanding. All Support Staff are confident in devising, leading and assessing interventions. However, training and support for teachers and support staff to provide quality first teaching and small group interventions has continued to remain a priority in order to more rapidly close the attainment gap for Disadvantaged Pupils.
<p>Priority 2: A high proportion of our disadvantaged pupils make or exceed nationally expected <u>progress</u> rates at the end of EYFS, Y1 PSC, KS1 and KS2; rates of progress in non-reporting year groups is at least 'good'.</p>	<ul style="list-style-type: none"> Year 6 Disadvantaged Attainment – 50% of the school’s Disadvantaged cohort achieved the expected standard in Reading, Writing and Maths combined; 6 pupils out of 12. This is 15.8% lower than the national Non-disadvantaged cohort at 65.8%. The school’s Disadvantaged Reading, Writing and Maths Expected Standard has stayed the same (50% in 2021-22; 50% in 2022-23). The gap is closing in Reading. 66.7% of the school’s Disadvantaged cohort achieved the expected standard in 22-23 (8 pupils out of 12). This is 11.1% lower than the National Non-Disadvantaged cohort at 77.8%. The gap to Non-Disadvantaged pupils nationally has improved by 6.3% from -1.7% in 21-22 to -11.1% in 22-23. The Disadvantaged cohort’s expected standard increased by 4.2% from 62.5% in 21-22 to 66.7% in 22-23. The gap is closing in Maths. In Maths 58.3% of the school’s Disadvantaged cohort achieved the expected standard (7 pupils out of 12). This is 20.4% lower than the National Non-Disadvantaged cohort at 78.7%. The gap to Non-Disadvantaged pupils nationally has improved by 7.5% from -27.9% in 22-22 to -20.4% in 22-23. The Disadvantaged cohort’s expected standard increased by 8.3% from 50.0% in 21-22 to 58.3% in 22-23. Writing is an issue and the Y6 Disadvantaged cohort did not make the desired gains in learning that we would wish for. 50% of the school’s Disadvantaged cohort achieved the expected standard in Writing, 6 pupils out of 12. This is 27.0 % lower than the national Non-disadvantaged cohort at 77.0%. The school’s gap to Non-disadvantaged pupils nationally was -13.0% in 2021/22 and -27.0% in 2022-23. The Disadvantaged cohort’s Writing Expected Standard has decreased by 12.5% from 62.5% in 2021-22 to 50.0% in 2022-23. Year 6 Progress Scores: Reading is very positive – our Disadvantaged pupils have performed better than Non-Disadvantaged pupils nationally; for Maths the gap is closing. Writing is an issue – this year the gap increased. The school's Disadvantaged cohort of 12 pupils have a Reading Progress Score of +0.47. This is 0.07 higher than the national Non-Disadvantaged cohort at +0.40. The school's gap to Non-Disadvantaged pupils nationally has improved by 0.48 from --0.41 in 2021/22, to +0.07 in 2022/23. Our Disadvantaged cohort's Reading Progress Score has increased by 0.47 from 0.00 in 2021/22, to +0.47 in 2022/23. The school's Disadvantaged cohort of 12 pupils have a Maths Progress Score of -2.08. This is 2.56 lower than the national Non-Disadvantaged cohort at +0.48. The school's gap to Non-Disadvantaged pupils nationally has decreased by 0.45 from --2.11 in 2021/22, to -2.56 in 2022/23. Our Disadvantaged cohort's Maths Progress Score has decreased by 0.51 from -1.57 in 2021/22, to -2.08 in 2022/23. Writing – The school's Disadvantaged cohort of 12 pupils have a Writing Progress Score of -2.55. This is 2.89 lower than the national Non-Disadvantaged cohort at +0.34. The school's gap to Non-Disadvantaged pupils nationally has increased by 2.50 from --0.39 in 2021/22, to -2.89 in 2022/23. Our Disadvantaged cohort's Writing Progress Score has decreased by 2.55 from 0.00 in 2021/22, to -2.55 in 2022/23.

Y2-5 Progress Summary – Period 3 (July 2023)

	% of ALL Y2-5 pupils making good or better progress over the year				% of DISADVANTAGED pupils making good or better progress over the year				% of NONE-DISADVANTAGED pupils making good or better progress over the year			
	R	W	M	RWM	R	W	M	RWM	R	W	M	RWM
Y2	84.3%	82.4%	84.3%	74.5%	70%	80%	90%	60%	87.8%	82.9%	82.9%	78%
Y3	93.3%	80%	86.7%	71.1%	100%	50%	50%	50%	93%	81.4%	88.4%	72.1%
Y4	93.2%	77.3%	88.6%	61.4%	100%	83.3%	100%	83.3%	92.1%	76.3%	86.8%	57.9%
Y5	86%	74%	88%	60%	100%	100%	100%	100%	84.1%	70.45%	86.4%	54.6%

- Year 2 – 60% of the school’s Disadvantaged cohort achieved the expected standard in Reading, Writing and Maths combined (6 out of 10 pupils). This is now only 1.0% lower than the national Non-disadvantaged cohort of 61.0% and therefore **the gap has closed significantly**. (Has improved by +57.1% from -58.1% in 21-22 to -1.0% in 22-23). The school’s Reading, Writing and Maths Expected Standard has increased by 60% from 0% in 21-22 to 60% in 22-23.
- Y1 Phonics - 66.7% of our Y1 Disadvantaged cohort achieved the expected standards in the PSC (2 out of 3 pupils). This is 15.5% lower than the national Non-Disadvantaged cohort of 82.2%. The school’s gap to Non-disadvantaged pupils nationally has decreased by 3.1% from -12.4% in 21-22 to -15.5% in 22-23. Our Y1 Disadvantaged cohort’s phonics **expected standard has remained the same** at 66.7%.
- There were no recorded Disadvantaged pupils in EYFS in 22-23.

Priority 3: For all pupils to have improved resilience and aspirations through access to wider opportunities within an enhanced curriculum that will impact positively on learner behaviours and pupil outcomes re: academic, social and emotional development.
Support for mental health and well-being.

- There has been a huge transformation in pupils’ attitudes as a result of our work on Character Education. Disadvantaged pupils who were once reluctant to take risks in the classroom, have a go, and apply themselves fully now demonstrate an excellent attitude towards learning. They are far less observed giving up very quickly when, have far more tenacity, and can complete the tasks accurately with minimal scaffolding/prompting. Pupils have developed good resilience and are able to persevere when tasks are difficult or mistakes have been made. Pupils are developing better confidence, self-esteem and social skills.
- Our disadvantaged pupils (bar 2) enjoy school, and have embraced the Creative Curriculum fully. They enjoy the theme days, Inspiration Days and Outcome Events. Pupils have especially enjoyed our use of live theatre/performance to engage and enthuse learners, although this has been limited during the pandemic. Improved self-esteem and full engagement in wider, richer curriculum, in and out of school. All educational visits, including residential, continue to be fully funded.
- There continues to be increased participation in after-school extra-curricular clubs by PPG children, as well as a greater uptake with Breakfast Club places during 2022-23. Again, these are fully funded.
- PPG children have been able to fully engage in school life and are healthy and well during the school day – supported with uniform purchases; sports kit; food bank donations. Have secured outstanding inclusion. All children are helped to feel equal and equipped for school.

Priority 4: To address the academic, social, emotional and mental health needs of pupils who are most at risk of underachieving through support for our vulnerable families.

- We are having to continue to work on social and emotional learning with a number of PPG children, but all of the work done so far has had a clearly identifiable impact on attainment. Our assessments and observations indicate that pupil behaviour, wellbeing and mental health have been impacted as a result of the pandemic and periods of school closure, where attachment issues and anxiety have increased significantly. The impact has been particularly acute for a number of disadvantaged pupils, especially where this is now combined with issues related to the cost of living crisis or safeguarding. We used pupil premium funding to provide wellbeing support for these pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Children who have needed individual help have been supported appropriately.

	<ul style="list-style-type: none"> • In 22-23, absence among disadvantaged pupils was higher than their peers and persistent absence higher. Whole school attendance was 95.48%. Attendance for Non-Disadvantaged pupils was 95.9% and PPG pupils 92.3%. • Our Disadvantaged cohort of 41 enrolments had an overall absence of 7.6%. Due to a small number of Disadvantaged pupils struggling with EBSA and SEMH, our Disadvantaged cohort's overall absence rate has increased by 1.0% from 6.6% in 2021-22 to 7.6% in 2022-23. Unauthorised absences for Disadvantaged pupils was 2.01% compared to 0.66% for the school's Non-disadvantaged pupils. Late figures are also higher for the school's Disadvantaged pupils (2.44% compared to 0.47% for Non-disadvantaged pupils). • Persistent Absence: 26.8% of the school's Disadvantaged cohort are recorded as persistently absent, missing 13+ sessions or more. This is lower than last year's figure of 31.7% but still equates to 11 out of 41 pupils. This is 16.5% higher than the school's Non-Disadvantaged cohort at 10.3%. • Targeted support put into place for these children plus SEMH support through ELSA sessions and 1:1 counselling is having a positive impact in improving attendance for specific individuals, although absence rates are now having a clearly identifiable impact on attainment. • We are having to continue to work on social and emotional learning with a handful of PPG children. Pupils have developed better resilience and are more able to persevere when tasks are difficult or mistakes have been made. Pupils are developing better confidence, self-esteem and social skills. However, they remain 'vulnerable'. • Parental partnerships between school and families whose children are in receipt of PPG remain positive on the whole, although we have seen an increase in 'harder to reach' families who do not engage with school events, parent evenings, parental workshops etc. Generally, most families have been open to help and support – a high level of trust and co-operation has been established.
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Externally provided programmes

Programme	Provider
Timestable Rockstars	NCETM & Maths Hub East Midlands
NELI - Nuffield Early Language Intervention	Nuffield Foundation
Jolly Phonics Subscription	Jolly Learning

Further information

<p>Additional activity</p> <p>Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:</p> <ul style="list-style-type: none"> • Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. • Utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
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- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.