



Pupil premium strategy statement 2021-2022

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	Orchard Lea Junior School		
Number of pupils in school	221		
Proportion (%) of pupil premium eligible pupils		% of disadvantaged pupils in cohort	% of disadvantaged pupils with SEND in cohort
	Year 3	20% (9 pupils)	22%
	Year 4	14% (8 pupils)	13%
	Year 5	22% (14 pupils)	36%
	Year 6	15% (8 pupils)	40%
	TOTAL	18% (39 pupils)	26 % (10 pupils)
	National Average for FSM in schools is 21%.		
Academic year/years that our current pupil premium strategy plan covers	2021-2022		
Date this statement was published	December 2021		

Date on which it will be reviewed	December 2021 February 2022 April 2022 July 2022
Statement authorised by	Steve Summerton (Headteacher) Hilary Brewster (Executive Headteacher)
Pupil premium strategy group	Emma Thornbury (Deputy Headteacher) Helen Glendinning (SENCo)
Governor lead	Lisa DeCarteret

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61, 695
Recovery premium funding allocation this academic year	£1,580
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£63,275

Part A: Pupil premium strategy plan

Statement of intent

The aims of our pupil premium strategy plan are

- For disadvantaged pupils to achieve the same standard or exceed the standard of attainment as their peers
- For disadvantaged pupils to have a rounded education with equitable access to rich learning experiences, life skills and enrichment opportunities which enable them to succeed in learning and life, irrespective of need, prior attainment, background or circumstance
- For all of our pupils to have a happy, safe and memorable childhood

Our Pupil Premium strategy plan aims to address the main barriers our children face through rigorous tracking, careful planning and targeted support and intervention.

Our key principles for tackling educational disadvantage:

Whole-school ethos of attainment for all

- High aspiration for all pupils
- A belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed
- A wide and varied curriculum which reflects the importance of cultural capital
- A collective, shared vision and ambition for disadvantaged pupils
- Leaders, teachers, teaching assistants and the ELSA/PSA understand their role within the school's strategy
- All staff are accountable for the outcomes of disadvantaged pupils

Addressing behaviour and attendance

- A strong emphasis is placed on developing positive attitudes to learning.
- The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
- Attendance is monitored regularly and any issues are followed up.
- Strategies are implemented to improve absence or lateness to maximise opportunities for learning in school.
- Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

- All disadvantaged pupils receive high quality teaching
- Responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.
- Professional development is focused on securing strong subject knowledge, metacognition and self-regulation.
- Opportunities for talk for learning and collaborative learning are used to support learning and address gaps in understanding and vocabulary for disadvantaged pupils

Meeting individual learning needs

- A strong understanding of the barriers to learning and how these barriers present in school. Personalised profiles are used to ensure barriers are overcome.
- Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
- Transition processes for disadvantaged pupils are carefully planned and implemented
- Careful consideration is given to pupil grouping
- The importance of language and vocabulary development is given high status
- Interventions are additional to the entitlement to high quality teaching across the curriculum
- Intervention strategies are based on individual need

Deploying staff effectively

- Both teachers and support staff are equipped to maximise their impact and are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Data-driven and responding to evidence

- The progress of disadvantaged pupils is discussed at all pupil progress meetings and at the end of phases.
- Actions are identified, implemented and reviewed within each assessment phase.
- Accelerated progress must lead to higher attainment within an academic year and across the key stage.

Clear, responsive leadership

- Leaders recognise and respond to the needs of different cohorts and pupils

- Robust quality assurance processes are in place internally and externally for the provision and outcomes of disadvantaged pupils
- Self-evaluation is rigorous and honest.
- The effectiveness of strategies is reviewed at the end of each assessment phase and is based on internal analysis, research and best practice.

(Taken from NFER/ DfE Building blocks for raising disadvantaged pupils' attainment)

Challenges

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

Challenge number	Detail of challenge
1	<p>Outcomes across KS2 for our disadvantaged pupils do not match those of non-disadvantaged pupils and do not match National or Hampshire outcomes- achieving age related expectations or working at Greater Depth in Reading, Writing and Maths. This is a particular issue for our Lower attaining pupils.</p> <ul style="list-style-type: none"> • <i>.The prior experiences of some of our disadvantaged pupils differ greatly to other pupils in the cohort, e.g. extra curricular experiences, family days out, visits in the local area, physical activity</i> • <i>Home learning (homework) can be an issue for some families due to lack of technology, the ability of parents in supporting their child with learning or lack of engagement.</i> • <i>Children have missed time learning face to face in school due to Covid lockdowns and for some of our families there was a lack of engagement in virtual learning. 32% of those pupils who were identified by teachers as not engaging fully in learning were on the PP register.</i> • <i>26% of our current PP pupils are on the SEND register</i>
2	<p>There is a gap in language and vocabulary for some of our disadvantaged pupils this has an impact on their enjoyment, understanding and fluency in reading.</p> <ul style="list-style-type: none"> • <i>Some disadvantaged pupils are unable to access texts due to a vocabulary gap. This means that higher level reading skills such as inference are a struggle.</i>

	<ul style="list-style-type: none"> • <i>Lack of reading and discussion at home means that some disadvantaged pupils are 'word poor' and can not access questions and activities across the curriculum.</i> • <i>COVID-19 has affected the most disadvantaged pupils' access to books</i>
3	<p>Persistent absences of some of our disadvantaged pupils (not just FSM)</p> <ul style="list-style-type: none"> • <i>This adds to wider safeguarding concerns for some of our pupils.</i> • <i>Pupils miss key elements of the learning journeys due to absences (Covid and other reasons)</i> • <i>Some of our disadvantaged families do not understand the significance of lost learning time. School has sent formal letters and fixed penalty notices.</i>
4	<p>Observations and discussions with pupils and families have identified social and emotional issues for many disadvantaged children, with a particular need surrounding anxiety.</p> <ul style="list-style-type: none"> • <i>Some of our pupils face issues linked to challenging home circumstances</i> • <i>The mental health needs within the family home can affect some of our pupils own SEMH and well being.</i> • <i>Some of our disadvantaged families do not share the same social norms as other families in our school community and this can have an effect on pupils' attitudes to school and their social and behavioural needs.</i> • <i>Some pupils have experienced covid related stresses after long periods of social isolation and some of our pupils have had limited access to outside space for exercise which may have impacted their physical health and social and emotional wellbeing</i> • <i>Financial difficulties experienced by some of our families can lead to a gap in social experiences compared to other families in our school community.</i>
5	<p>Parental engagement and parental support for learning for some of our disadvantaged families.</p> <ul style="list-style-type: none"> • <i>Lack of online access can be an issue linked to parental support</i> • <i>Lack of time for some working parents means that they are not always able to engage in school life</i> • <i>Some of our parents may not have had positive learning experiences themselves so may find it difficult to engage in their child's school life.</i> • <i>Low attendance of disadvantaged families to parents evenings, parent topic events and whole school learning events e.g. Outdoor learning Day</i>
6	<p>44% of current teachers are at the start of their career or have begun their career in state schools. Their training and/or NQT years were disrupted due to lockdowns and Covid-19 restrictions. This has meant that they have not had as many opportunities to work with more experienced staff and observe high quality teaching. Also, a further 11% of current teachers have come back into teaching this year following career breaks.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
As a result of high quality teaching across the school, pupils will receive the support they need in order to make good progress from their starting point and the gap of attainment narrows.	KS2 outcomes in 2021/2022 show an increase in the number of disadvantaged pupils who have met the expected standard or are working beyond the expected standard.
High quality vocabulary and language being used by pupils across the curriculum.	Observations, book looks and formative assessments indicate improved range of vocabulary being used orally and in learning
Improved attendance for identified pupils so that their attendance is in line with their peers.	The overall attendance rate for all pupils has increased. Children are in school on time. Outside agencies used effectively to improve attendance.
Improved mental health and learning behaviours in school.	An increase in participation in enrichment activities, particularly among disadvantaged pupils. Observations and staff and pupil voice show high levels of well being A reduction in the number of incidents recorded on CPOMS regarding anxiety and behaviour.
Increased parental engagement in learning and wider school life.	An increase in the number of parents in disadvantaged families who attend whole school and year group events.

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Clear focus in all learning on language and vocabulary development</p> <ul style="list-style-type: none"> - Class teachers access the technical language needed for each subject when planning their learning journeys - CPD on the importance of explicit teaching of vocabulary - Subject leaders to monitor vocabulary used across the curriculum - Further develop reading skills and strategies used in WCR and home reading - Continue to develop RWI phonics approach 	<p>Closing the vocabulary gap by Alex Quigley</p> <p>EEF Toolkit oral language interventions- high impact</p> <p>EEF Toolkit Reading comprehension strategies- high impact</p> <p>Closing the reading gap by Alex Quigley</p> <p>Addressing Educational Disadvantage in schools and colleges: The Essex Way</p>	<p>1, 2 and 6</p>
<p>CPD on Retrieval practice which can be applied across the curriculum to support pupils in making connections with and build upon prior learning .</p>	<p>Retrieval Practice: Resource Guide by Kate Jones</p> <p>Rosenshine’s principles in action by Tom Sherrington</p> <p>An Updated Practical Guide to the Pupil Premium by Marc Rowland – Section 3 shallow learning</p>	<p>1 and 6</p>
<p>DHT, SENCo, Maths and English leaders to work with staff to provide strategies,</p>	<p>The EEF guide to the pupil premium (EEF, 2019)</p>	<p>1, 2 and 6</p>

resources and ideas to support learning across the curriculum.		
Pupil Premium children to be discussed during pupil progress meetings which are held each phase, PP Lead, class teachers and SENCo to attend		1
CPD on feedback in order that pupils receive timely and effective verbal or written feedback to maximise progress and support self-regulation in learning.	EEF research shows that effective feedback can have very high impact on pupil learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1 and 2
CPD on metacognition in order to guide learners to think about their learning more explicitly teaching them specific strategies for planning, monitoring, and evaluating their learning.	EEF research shows that effective metacognitive modelling can have very high impact on pupil learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&utm_medium=search&utm_campaign=site_search&search_term=metac	1
Teaching staff to carry out action research and develop their working practice and adapt provision to improve the quality of teaching and learning for all pupils, particularly the lower attaining pupils.		1 and 2
Purchase of standardised diagnostic tests: Data gathering using the NFER	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 in class support.	1
Dedicated time for PP Lead to ensure that actions are monitored, supported and targeted appropriately.	Even without the impact of COVID-19 on teacher training, that NQTs and ECTs require ongoing professional support and mentoring to ensure they have a successful start to their teaching career where children make good progress.	1, 2 and 6

Time for SLT to support and coach teachers so that they are well equipped to meet the needs of PP within their class.		
Observation and feedback to teachers on the implementation of scaffolded and differentiated support for children with SEND in the classroom. Training on the use of the SEN toolkit in English and Maths as some of our disadvantaged pupils are on the SEND register.	Improving teaching of children with SEND will improve teaching for all children, particularly those who are disadvantaged.	1

Targeted academic support

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily targeted support for identified pupils with phonics, reading fluency and comprehension - Year 3, Year 4 and Year 5 Inference reading group- Year 4	EEF Toolkit small group tuition and teaching assistant interventions - medium impact EEF: shining the light on reading fluency. An Updated Practical Guide to the Pupil Premium by Marc Rowland – Section 11 Teaching assistants Addressing Educational Disadvantage in schools and colleges: The Essex Way	1 and 2
Daily Phonics Get writing sessions – Year 5	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (particularly for disadvantaged pupils) EEF Toolkit Phonics- high impact	1 and 2

<p>Librarian employed 2 afternoons a week to support children in making accurate and appropriate book choices and to listen to pupils read regularly.</p> <p>Extended library hours for parents to have the opportunity to choose books, read with their child or use resources for home learning</p>	<p>For the 1 in 11 children growing up without any books at home, school is often the first opportunity for children to discover the magic of reading</p> <p>https://cdn.literacytrust.org.uk/media/documents/The_Future_of_Primary_School_Libraries.pdf</p>	<p>1, 2, 4 and 5</p>
<p>Targeted support for specific pupils in Writing and Maths.</p>	<p>EEF Toolkit small group tuition and teaching assistant interventions - medium impact</p>	<p>1 and 2</p>

Wider strategies

Budgeted cost: £19,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sunrise Breakfast Club</p> <ul style="list-style-type: none"> - Breakfast for all pupils to be ready for the day - Longer to settle into school before learning begins - Activities which support pupils' life skills and wellbeing (e.g. cooking, gardening, yoga) - Opportunities for parents to join sessions <p>Sunrise Club to be run by ELSA/ PSA and a TA</p>	<p>An Updated Practical Guide to the Pupil Premium by Marc Rowland – Section 7 parents</p>	<p>3, 4 and 5</p>
<p>Families contacted by the school office each day when pupils are late or absent. Tracking in place to</p>	<p>DfE Guidance</p>	<p>3</p>

<p>monitor this closely to avoid high % of time off. Regular attendance meetings (HT, DHT, SENCo and PSA) to ensure appropriate actions and support for families</p>	<p>Improving school attendance: support for schools and local authorities</p> <p>Addressing Educational Disadvantage in schools and colleges: The Essex Way</p>	
<p>School support in place for vulnerable families via class teachers, PSA and SENDCo, including a specific drop in session with the PSA at the start of the school day. Work closely with outside agencies (such as Early Help hub or School nurse team) to support families who have difficulties associated with attendance.</p>	<p>EEF Toolkit parental engagement- high impact</p> <p>EEF Guidance- Working with Parents to Support Children's Learning</p>	<p>3, 4 and 5</p>
<p>ELSA support for pupils with SEMH needs, e.g. those experiencing challenges at home, issues relating to anxiety,</p>	<p>Metacognition and Self-regulated Learning: Guidance report (EEF, 2018)</p> <p>Improving Social and Emotional Learning in Primary Schools: Guidance report (EEF, 2020)</p> <p>Addressing Educational Disadvantage in schools and colleges: The Essex Way</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4</p>
<p>Lunchtime nurture with the ELSA in the Secret Garden.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4</p>
<p>Parent coffee mornings for families who are experiencing challenging circumstances or those who have pupils with additional needs.</p>	<p>EEF Toolkit parental engagement- high impact</p> <p>EEF Guidance- Working with Parents to Support Children's Learning</p>	<p>3,4 and 5</p>

Example of foci for sessions- parenting, SEMH, importance of attendance, supporting your child with learning	An Updated Practical Guide to the Pupil Premium by Marc Rowland – Section 7 parents	
100 things to do before you leave Orchard Lea Junior School journals. Activity bags for pupils to use at home (these may contain vouchers to support the purchasing of ingredients or resources) Examples: Cookery bag, craft bag, grow your own food kit, an outdoor learning bag	This links to our work as a school on cultural capital.	4 and 5
School to supplement payment for children to take part in activities, trips and clubs including yoga, peripatetic music lessons, sports clubs and swimming lessons. School to supplement Year 6 revision guides as needed.	Addressing Educational Disadvantage in schools and colleges: The Essex Way	4
Books and games 'library' with care packages available within the library should families need essentials e.g. stationery, cereal, tinned food, washing powder, toothpaste or uniform.	Addressing Educational Disadvantage in schools and colleges: The Essex Way	4 and 5
Laptops provided for pupils who do not have access to IT equipment in the home and support with payment for internet access		1, 2 and 5
Poverty proofing training and school audit and support	http://www.povertyproofing.co.uk/	1,2,3,4 and 5

Total budgeted cost: £ 60,000

Further information

Sports Premium funding is being spent on Active360 who will run sessions to improve teacher subject knowledge and confidence. They will also provide Maths on the Move which will target key areas of Maths for all pupils. Sports Premium funding is also being spent on yoga sessions which will benefit the wellbeing of all pupils.

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 2020 to 2021 academic year.

Teaching and learning 2020-2021

There is no KS2 data to share due to the pandemic however school data shows that at the end of 2021 disadvantaged pupils in Year 6 achieved:

38% ARE in Maths 21% GD in Maths

50% ARE in Reading 14% GD in Reading

50% ARE in Writing 14% GD in Writing

Monitoring of pupil premium was incorporated in to the routine monitoring process. Pupil Premium children were discussed during pupil progress meetings which were held each phase, class teachers, SLT and the SENCo attended. In these meetings, focus pupil plans and venn diagrams were discussed. These documents recorded intended actions to support pupils and outcomes.

Individual PP pupil records were used to record barriers to learning and strategies to support learning. These were evaluated termly.

Maths and English leaders worked with HIAS (CPD for staff, core provision for leaders) to provide staff with up to date strategies, resources and ideas to support learning. Resources and strategies were shared by Maths and English leads from the HIAS training. The activities to scaffold and extend learning support PP children.

Dedicated time was put aside for the PP Lead to ensure that actions are monitored, supported and targeted appropriately and that teachers were well equipped to meet the needs of PP within their class through coaching, CPD and support.

Additional teacher led 1:1 and group support took place for Maths, English and phonics. There were also flexible groups which focused on pre-teaching vocabulary and knowledge needed for some PP pupils to be able to access units of work and specific texts.

There was a greater focus on teaching of vocabulary to address a vocabulary gap for some PP pupils. Staff CPD included recapping the importance of teaching vocabulary across the curriculum and as a staff we had discussions about the importance of questioning in all subject areas.

In case of home learning (due to isolation or national lockdown), pupils were offered school laptops on loan to access learning

Attendance 2020-2021

Whole school end of year data for attendance was 97.1% compared to PP 95.5%

There were a few disadvantaged pupils for whom attendance and late arrival at school was a major barrier to their learning. The school followed formal procedures, late letters attendance letters, alongside regular communication to address this issue. Home visits were made where appropriate.

41% of PP children were in a key worker/disadvantaged bubble during the Spring lockdown.

Of the children whose learning during lockdown was a concern, there were 3 PP children in year 3, 5 PP children in Year 4, 3 PP children in Year 5 and 4 PP children in Year 6. SLT did a weekly check in with teachers during lockdown to monitor the learning and well being of these pupils. Teachers, the PSA or SLT remained in contact with the families through email, phone calls and home visits.

Emotional, social and behavioural support

49% of our disadvantaged families met with the class teacher in the summer term for parents evening. Of those that did not book a formal appointment, 24% of families are in regular contact with the class teacher, SENCO or PSA. The majority of non-attendees were in Year 6 and one of the Year 3 classes. Three of our disadvantaged families met with the SENCO for a parents evening appointment to discuss their child's specific needs.

Some of our disadvantaged pupils needed an increased amount of pastoral support, particularly those in Year 6. The school has seen a significant change in their attitudes to learning and behaviour around the school. Other disadvantaged children have shown increased levels of anxiety. Some of the causes of this change link to issues in their home life, whilst others are linked with the pupils' ability to manage change and transition. Our PSA and SLT team have heavily supported class teachers with strategies to support pupils with their emotions and engagement in learning so that their behaviour has had less disruption on other pupils in their class. Implementation of these strategies follows training for the

SLT (EEF Effective Learning Behaviours). EP training took place for all staff with a focus on supporting children with behaviour, the strategies shared will support a number of our PP children. Additional EP slots were provided to discuss specific children, including PP children.

Free school meal children were provided with a food parcel if they did not take a place in the bubbles in school during lockdown. Only one family did not take the opportunity to collect these parcels.

The PSA worked closely with vulnerable families during the pandemic and on the return to school. She did a daily meet and greet duty for all year groups. Phone calls were made during lockdown to those children who would normally have ELSA time or were anxious about the return to school. ELSA time was fully booked during the summer term. New dedicated ELSA room.

A few of our disadvantaged pupils had additional transition sessions at their secondary school or met with their new teachers within school for 1:1 get to know you sessions.

Enrichment

No trips took place and there were no visitors due to Lockdown and Covid restrictions, however a range of whole school events remained: .

- The annual Easter egg competition took place, some PP children entered.
- There were two free online pantomimes shown in each class.
- The running track has been installed and is being used daily by all children. Some PP children have already received certificates for the distances they have run or walked.
- Two virtual bedtime story sessions were held by the English lead and DHT for families across the school. The first one had 85 families participate.
- In the summer term, the school held a whole school outdoor grounds day with learning taking place across the curriculum
- Our annual sports day was the first time we came together as school outside since the first lockdown
- We had a music themed week where children performed songs from around the world.

The home learning page on the school website contained a series of challenge tasks across the wider curriculum that children could do during lockdown or when the country was under tighter restrictions. The school Facebook page was also used to share ideas to enrich learning at home, e.g. gratitude and mindfulness activities or outdoor learning activities. These activities did not require lots of money or resources.

