

Pupil premium strategy statement



Orchard Lea Infant School

The new strategy has been written with new school leaders in May 2023 based on current priorities.

Part B - The review is for the academic year of 2021-2022, written by previous Executive Headteacher.

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year

School overview

Detail	Data
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	30 total PP : <ul style="list-style-type: none">• 29 FSM pupils• 1 Service pupil 19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	End of 2022/2023 Academic year 2023/2024
Date this statement was published	May 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sarah Ackerman (Acting EHT)
Pupil premium lead	Claire Anousis (Teaching and Learning Lead)
Governor / Trustee lead	Lisa De Cartaret

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 34,920
Recovery premium funding allocation this academic year	£ 2,610
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 870
<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	

Total budget for this academic year	£37,060
--	---------

Part A: Pupil premium strategy plan

Statement of intent

The aims of our pupil premium strategy plan are:

- For all of our pupils to have a happy, safe and memorable childhood.
- To ensure that children entering Reception have a secure foundation to their learning
- To identify and remove any barriers to learning to ensure that pupil premium children achieve at least in line with their peers, particularly in Reading.
- To have full access to a wide, broad and balanced curriculum, including trips, clubs and opportunities to pursue personal interests.

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 overcoming educational barriers for disadvantaged children are informed and taken from NFER/ DfE "Building blocks for raising disadvantaged pupils' attainment".

Whole School Ethos of attainment for all:

High aspirations 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 school and learning
- The school responds rapidly to ensure behaviour management strategies are effective for pupils that need specific support.
- Attendance is monitored weekly and a rigorous process for supporting children to attend is in place.

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 high quality teaching and learning provision.
- Opportunities for talk for learning and collaborative learning are used to enable teachers to 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 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 and strategies are provided for development □ Interventions are additional to the entitlement to high quality teaching across the curriculum □ Intervention strategies are based on individual need and are evaluated regularly.

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.

Challenges

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

Challenge number	Detail of challenge
1 - Reading	Rigorous Read Write Inc assessments have identified that the majority of disadvantaged pupils are not on track to achieve age related expectations (ARE).
2 – Learning	Historic and current data highlights that disadvantaged pupils do not attain as well as non-disadvantaged pupils in Reading, Writing and Maths.
3 - SEMH	Half of disadvantaged pupils require additional social and emotional support in order to access school life (e.g. emotional responses to peers/mental health).
4 – Communication and language	Since Covid, the school has noted that pupils are entering the school with higher needs in this area.

5 - Finances	Feedback from parents highlights the financial challenges some families face in order for their children to access the enhanced curriculum e.g. trips/residential.
6 – Attendance	Frequent analysis of attendance data shows that 40% of our disadvantaged pupils are also identified as persistent absentees (with an attendance of below 90%).

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.

Number	Intended outcome	Success criteria
1 Reading	2024 Phonics screening - Children to make accelerated progress with phonics and reading to ensure that the percentage passing the phonics screening is in line with national (PP).	<p>Lesson observations and spot checks highlight consistent, effective teaching of phonics with fidelity to the scheme (Read Write Inc).</p> <p>Half termly Read Write Inc assessment showing and indicating progress through modules/levels. Using these assessments to move children on swiftly and accelerate their progress.</p> <p>Whole school Read Write Inc training and regular monitoring and coaching to ensure knowledge and consistency in delivery from all staff.</p> <p>The purchasing of new quality resources to support teaching and learning and engage pupils. These books to be used to support pupils with reading at home.</p> <p>Ensuring individual reading phonics books are matched to the correct child and ability and these are changed weekly.</p>
2 Learning	To narrow the gap between pupil premium and whole cohort achieving ARE combined (Reading, Writing and Maths) in Year 1 and Year 2.	<p>Lesson observation evidence effective assessment for learning in order to close gaps for disadvantaged pupil- High quality inclusive teaching.</p> <p>Book evidence to support and show that children are working at ARE and books are comparable with non-pupil premium.</p> <p>Teacher assessment data– judgements monitored and moderated with SLT and local/cluster schools. Using HIAS exemplification materials to secure consistency and accuracy in teacher assessments across the school.</p> <p>Staff training about how to support PP/disadvantaged pupils within the classroom for all staff.</p> <p>Targeted interventions- children’s barriers are being swiftly identified and addressed.</p> <p>Rigorous pupil progress meetings, evidence tracked how gaps are being addressed.</p> <p>SLT meet to discuss specific barriers</p> <p>End of year data will show the gap is no larger than average PP.</p>
3 SEMH	Pupils have been adequately supported and equipped to self-	New behaviour policy – introduced and implemented, consistently followed by all.

	regulate more effectively.	<p>Equipping staff with knowledge of how to support children to re-regulate and knowing the line of referral.</p> <p>Supporting Pupils with knowledge of how to raise a concern/worry and who they can speak to.</p> <p>Further training for the ELSA - TALA training and evidenced through case studies– individualised, highlight the impact of emotional support.</p> <p>Senior mentor health lead trained to support all staff.</p> <p>Staff trained and feeling confident when understanding self regulation and equipping them with a toolkit strategies to support re-regulating children.</p> <p>Supporting parents with supporting their children and behaviours at home – PBS workshop for parents.</p> <p>Creating a calm down safe space/zone to be used appropriately by children.</p> <p>PSHE/SCARF implemented and self referring to the strategies away from the point of teaching</p>
4 C&L	To ensure that staff have been trained to support pupils with communication and language needs.	Staff to be trained on the ELKAN programme.
5 Finances	All pupil premium children have been offered opportunity to access the full enriched curriculum without a financial barrier.	<p>Analysis of club acceptance and attendance is proportionate to the percentage of Pupil premium children in the school</p> <p>Priority given to PP children with after school clubs</p> <p>Communicating clearly with PP families to support with costs</p>
6	Persistent absentee percentages (PP) to reduce and to become in line with National (PP attendance).	<p>Regular monitoring will evidence action school has taken</p> <p>Ensure procedure is followed</p> <p>In school attendance data will demonstrate this reduction</p> <p>Pupil case studies will evidence impact – personalised actions to improve attendance</p> <p>Attendance increases for PP pupils, this is monitored regularly.</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: £11,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read write inc training - leadership and whole staff/school	<p><i>The EEF toolkit identifies phonics intervention as having a 5 month improvement impact.</i></p> <p><i>The EEF toolkit identifies reading comprehension strategies at having a 6 month improvement impact</i></p>	1 2
HIAS support time for Reading	<p><i>The EEF toolkit identifies phonics intervention as having a 5 month improvement impact.</i></p> <p><i>The EEF toolkit identifies reading comprehension strategies at having a 6 month improvement impact</i></p> <p><i>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources: • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education's Great Teaching Toolkit</i></p>	1
HIAS support time for Reading, Writing and Maths training.	<p><i>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources: • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education's Great Teaching Toolkit</i></p>	1 2
Leading practitioner in YR to ensure that best practise in phonics is disseminated	<p><i>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources: • The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective</i></p>	1 2
SENDco to be trained on ELKAN programmes.	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year.</p>	4
Increasing awareness of pupil premium children and the barriers	<p><i>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</i></p> <p><i>Supporting resources: • The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence based recommendations to support pupils with SEND.</i></p>	1 2 3 4

they face from being disadvantaged.		5 6
Senior mental health lead training and disseminate to all staff.	<i>The EEF toolkit identifies social and emotional learning as having a 4 month improvement</i> <i>The EEF toolkit identifies metacognition and self-regulation as having a 7 month impact</i>	3

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

Budgeted cost: £23,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Read Write Inc 1:1 tutoring	<i>The EEF toolkit identifies phonics intervention as having a 5 month improvement impact.</i> <i>The EEF toolkit identifies reading comprehension strategies at having a 6 month improvement impact</i>	1 2
Purchase of Read Write Inc resources as well as reading scheme books and interventions e.g. core texts	<i>The EEF toolkit identified that it is crucial to support pupils to apply the comprehension and strategies independently to other reading task, contexts and subjects.</i>	1 2
ELSA and family/mental health support provided in 1:1 or small group sessions	<i>The EEF toolkit identifies metacognition and self-regulation as having a 7 month impact.</i> <i>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources: • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. • The EEF Toolkit has a strand on social and emotional learning and behaviour interventions.</i>	3 4 6
SENDCo out of class to work with identified children for reading, writing and maths,	<i>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</i> <i>Supporting resources: • The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence based recommendations to support pupils with SEND.</i>	1 2 3 4
Experienced teacher targeting Year 1 support for writing and maths.	<i>The EEF toolkit identifies small group tuition as having a 4 month improvement impact.</i> <i>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include</i>	2 4

	<p><i>the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:</i></p> <ul style="list-style-type: none"> • <i>The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches.</i> • <i>Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness.</i> • <i>Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers.</i> 	
--	--	--

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

Budgeted cost: £2,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA hosting an invited targeted breakfast club to support regulation and attendance.	<p><i>The EEF toolkit identifies social and emotional learning as having a 4 month improvement</i></p> <p><i>The EEF toolkit identifies metacognition and self-regulation as having a 7 month impact</i></p>	3 6
Review of all trips to ensure that costs make the trip more accessible to all.	<p><i>Social mobility commission report 2023 (March): Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work. (Social Mobility Commission report – An Unequal Playing Field)</i></p>	5
Implement behaviour policy across the whole school	<p><i>The EEF recommends the "Improving Behaviour in Schools" to support the writing of a behaviour policy – this has been used to inform and shape behaviour policy.</i></p>	2 3
Providing a workshop to give parents support and guidance with managing behaviour and routines at home.	<p><i>The EEF toolkit identifies metacognition and self-regulation as having a 7 month impact.</i></p>	3 6
Analyse clubs and prioritise pupil premium pupils so that they are able and encouraged to attend, and that cost is not a barrier.	<p><i>Social mobility commission report 2023 (March): Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work. (Social Mobility Commission report – An Unequal Playing Field)</i></p>	5
Listen to me – music service and specialist teaching	<p><i>The EEF toolkit identifies arts participation as having a 3 month impact.</i></p>	5
Provide PP children with chance to engage in wider roles and responsibilities e.g. lunch time superstars, school council.	<p><i>Social mobility commission report 2023 (March): Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work. (Social Mobility Commission report – An Unequal Playing Field)</i></p>	3 4 5
Regular communication with parents and families to increase children's attendance at school,	<p><i>The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance</i></p>	6

<p>personalised with: phone calls, letters, meetings and actions set.</p>	<p><i>The EEF toolkit identifies parental engagement as having a 4 month improvement impact.</i></p> <p><i>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources:</i></p> <ul style="list-style-type: none"> • <i>The EEF Toolkit has a strand on parental engagement.</i> • <i>The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents.</i> 	
---	--	--

Total budgeted cost:

Teaching £11,420

Targeted interventions: £23,275

Wider strategies: £2030

Service pupils: £335

Total: £37,060

See further breakdown of spending on page 12.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Part B - The review is for the academic year of 2021-2022, written by previous Executive Headteacher.

The new strategy has been written with new school leaders in May 2023 based on current priorities.

At the end of 2022 KS1 pupils in Year 2 achieved:

Reading = 60% PP pupils achieved ARE - above Local authority averages by 8%.

Writing = 60% PP pupils achieved ARE - above Local authority averages by 20%

10% PP pupils achieved GD - above LA averages by 7.8%

Maths = 50% PP pupils achieved ARE - above Local authority averaged by 1.7%

20% PP pupils achieved GD - above LA averages by 14%

At the end of 2022 60% of PP pupils passed the phonics test - above LA averages

Autumn term

Monitoring of pupil premium is incorporated in to the routine monitoring process.

Progress meetings took place. In these meetings, focus pupil plans and venn diagrams were discussed. These documents recorded intended actions to support pupils and outcomes. Use of Target Tracker to carefully track progress for these pupils.

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

Resources and strategies were shared by Maths and English leads from the HIAS training. The activities to scaffold and extend learning used with PP children.

Targeted support was given in small groups or individuals by staff.

If children were absent due to Covid - All children were provided with work online which was emailed to parents via class and personal emails and pack provided. Home learning grids were created so that children did not need to access the internet for core activities if parents had limited internet access. Regular class teacher emails and phone calls to ensure that the learning of PP pupils (and families) was supported.

ELSA support was given to individuals

Communication and language support

Parent meetings to support families

Home learning packs sent home to some families.

Transitions sessions were available for all children to meet their teacher, make contact with their current teacher and spend time together as a class. Additional contact was made with children who were anxious about their return to school.

All meetings with outside agencies to support vulnerable families continued during lockdown on a virtual basis. Educational Psychology services available for support for staff and pupils. Mental health family and pupil support websites,

information and packs were shared regularly. Use of the School Nursing Team and Early Help hub for some families at this time.

FSM families received food vouchers during the holiday period.

Trips and events were supplemented

Clubs with place specifically for PP children were provided for active play and development

Active play and development provision in school for PP children with additional yoga sessions in addition.

Service pupil premium funding (optional)

How our Service pupil premium will be used.

ELSA time to support pupils when family members are deployed.

Run the Poppy Appeal

ELSA resources to support with a Service Club

The impact of that spending on service pupil premium eligible pupils

We would like Service pupils to feel that they can talk about their emotions when a family member is deployed. We would like parents to be able to join together in school when a partner is deployed and feel supported by the school.

We hope that by running a Poppy Appeal, the pupils will be able to make a contribution to the local community.

Total cost: £ 335

Further breakdown of funding:

RWI support for pupils	£1,800
Purchase of RWI resources	£5,500
ELSA support 2.5 hrs per week	£1,700
SENDco- out co class one day per week	£11,000
Y1 targeted support	£3,275
Breakfast support	£700
Trips	£500
Parents- workshops	£100
Clubs	£500
Listen to me	£100
Support to parents	£130
ELSA support for service pupils	£335
RWI training	£2,600
HIAS- reading	£800
HIAS writing and maths	£800
YR leading practitioner/early years training	£6,220
ELKAN training	£1,000
Total	£37,060