

Pupil premium strategy statement



Orchard Lea Junior School

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	235
Proportion (%) of pupil premium eligible pupils	23% (55 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026 With annual reviews
Date this statement was published	June 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sarah Ackerman (Acting Executive Headteacher)
Pupil premium lead	Claire Anousis
Governor / Trustee lead	Lisa DeCarteret

Funding overview.

Detail	Amount
Pupil premium funding allocation this academic year	£ 60,120
Recovery premium funding allocation this academic year	£ 5,365
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year	£65,485

Part A: Pupil premium strategy plan

Statement of intent

Our vision is that all children, irrelevant of background, receive high quality, inclusive teaching to enable them to achieve the highest possible standards. Furthermore, we believe that all children should have access to a broad, balanced and enriched curriculum. Therefore, the aims of our strategy plan are as follows:

- For all of our pupils to have a happy, safe and memorable childhood.
- For pupil premium children to have an attendance that is in line with their peers
- To identify and remove any barriers to learning to ensure that pupil premium children achieve at least in line with their peers.
- To have access to a wide, broad balanced curriculum including trips, clubs and opportunities to pursue personal interests.
- To equip all pupils with the cultural capital, skills and knowledge they may need for the next stage in their education.

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

This statement will be monitored termly by SLT and the Governing Body.

Challenges

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

		Detail of challenge
1	Learning	Historic and current data highlights that disadvantaged pupils do not attain as well as non-disadvantaged pupils in Reading, Writing and Maths.
2	Reading	One third of disadvantaged pupils are significantly below at Reading and still require specialist phonic intervention teaching.
3	SEND	30% of our disadvantaged pupils are also identified as needing additional support for SEND. In particular for cognition and learning.
4	Attendance	Frequent analysis of attendance data shows that 27.8% of our disadvantaged pupils are also identified as persistent absentees (with an attendance of below 90%).
5	SEMH	Two thirds of disadvantaged pupils require additional social and emotional support in order to access school life (e.g. emotional responses to peers/mental health).
6	Finances	Feedback from parents highlights the financial challenges some families face in order for their children to access the enhanced curriculum e.g. trips/residentials.

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>To ensure that across the school, the quality of teaching is at least consistently good or better in all subjects.</p>	<p>Staff training and CPD is positively impacting teaching, learning and attainment across the school.</p> <p>The teaching and learning lead will be able to evidence impact of coaching and mentoring.</p> <p>Subject leaders monitoring will show that all pupil premium children are accessing the full curriculum and books are comparable to non-pupil premium pupils.</p> <p>Lesson observation evidence effective assessment for learning in order to close gaps for disadvantaged pupils- High quality inclusive teaching.</p>
<p>To narrow the gap between pupil premium and whole cohort achieving ARE combined (Reading, Writing and Maths) in Year 3, Year 4 and Year 5</p>	<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>Targeted interventions- children’s barriers are being swiftly identified and addressed.</p> <p>Pupil progress meetings, evidence how gaps are being tracked and addressed.</p> <p>Milestone gaps show that percentage of on track pupils is increasing.</p>
<p>Targeted children make progress through discrete Read Write Inc interventions so that the majority no longer require phonic teaching.</p>	<p>Read Write Inc assessment showing and indicating progress through modules/levels.</p> <p>A decline in the amount of children requiring phonic interventions during each term throughout the year.</p> <p>Read Write Inc training embedded across the school to ensure knowledge and consistency in delivery from all staff</p> <p>Ensuring individual reading phonics book are matched to the correct child and ability</p>
<p>Staff have improved expertise and a range of strategies to support children on the SEND register who have cognition and learning as their barrier, as a result,</p>	<p>Learning walks and lesson observations across the curriculum evidence the impact of staff CPD/training and demonstrate that staff are applying strategies for those children who have C&L as a barrier.</p> <p>Assess, plan, do, reviews are rigorous and evidence the impact of interventions and gaps are being closed.</p>

<p>pupils are well supported in class.</p>	<p>Evidence from pupil conferencing can discuss that they are able to access the curriculum and are being supported with new strategies in class.</p> <p>A variety of support and scaffolding is evidenced on planning and this is mirrored in books.</p>
<p>Persistent absentee percentages (PP) to reduce and to become in line with National (PP attendance).</p>	<p>Regular monitoring will evidence action school has taken Ensure procedure is followed In school attendance data will demonstrate this reduction Pupil case studies will evidence impact – personalised actions to improve attendance e.g. staff collecting child Those families who have been/are supported by the Family support worker have an improvement in attendance and punctuality.</p>
<p>Pupils have been adequately supported and equipped to self-regulate more effectively</p>	<p>Case studies – individualised, highlight the impact of emotional support A reduction of incidences on CPOMS linked to friendship, bullying, raising a concern, behaviour. Smooth transitions – between all year groups, particularly year 2 to year 3 (infants to junior). Pupil conferencing – impact of support and strategies they have learnt ELSA notations Reviewing behaviour policy – training and clarity around responding PSHE/SCARF implemented and self referring to the strategies away from the point of teaching</p>
<p>All pupil premium children will be offered opportunity to access the full enriched curriculum without a financial barrier</p>	<p>Analysis of club acceptance and attendance is proportionate to the percentage of Pupil premium children in the school Priority given to PP children with after school clubs Review of residential opportunities – reducing costs where possible, significant notice to all parents of all trips and contributions. Communicating clearly with PP families to support with costs</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

Budgeted cost: £39,742

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read write inc training - leadership and whole staff/school	<p>The EEF toolkit identifies phonics intervention as having a 5 month improvement impact.</p> <p>The EEF toolkit identifies reading comprehension strategies at having a 6 month improvement impact</p>	1 2 3
HIAS support time for Writing and specifically spelling	<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 provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. • 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></p>	1 2
HIAS support time - Spelling		
Employment of Teaching and Learning Lead across the Federation	<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</i></p>	1 2

	<p><i>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>	
<p>To train all staff with strategies to use to ensure all SEND pupils are supported</p> <p>EP to deliver staff training/CPD.</p>	<p>The EEF toolkit identifies metacognition and self-regulation as having a 7 month impact.</p> <p><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:</i></p> <ul style="list-style-type: none"> • <i>The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly.</i> • <i>The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies.</i> • <i>The EEF Toolkit has a strand on social and emotional learning and behaviour interventions.</i> <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. Supporting resources:</i></p> <ul style="list-style-type: none"> • <i>The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence based recommendations to support pupils with SEND.</i> 	<p>3</p>

Targeted academic support

Budgeted cost: £16,543

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted group work based on quality formative assessment to ensure gaps are filled and good progress for those particularly falling behind or at risk of not reaching their higher standard potential.</p>	<p>The EEF toolkit identifies TA interventions as having a 4 month improvement impact.</p> <p>The EEF toolkit identifies small group tuition as having a 4 month improvement impact.</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.</i></p> <p><i>Supporting resources:</i></p> <ul style="list-style-type: none"> • 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 provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. • 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. 	<p>1 2</p>
<p>Purchase of Read Write Inc resources as well as reading scheme books and interventions e.g. the Fresh Start</p>	<p>The EEF toolkit identifies phonics as having a 5 month improvement impact.</p> <p>The EEF toolkit identifies reading comprehension strategies at having a 6 month improvement impact.</p>	<p>1 2 3</p>
<p>ELSA and family/mental health support provided in 1:1 or small group sessions</p>	<p>The EEF toolkit identifies social and emotional learning as having a 4 month improvement</p> <p>The EEF toolkit identifies metacognition and self-regulation as having a 7 month impact.</p>	<p>4 5</p>
<p>Family support worker to work with</p>	<p>The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering</p>	<p>4</p>

families to improve attendance	more intensive support, which can include approaches to support attendance.	
Family support worker to work alongside families to build and maintain trust and lines of communication to support them emotionally and financially	The EEF toolkit identifies parental engagement as having a 4 month improvement impact. <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: • The EEF Toolkit has a strand on parental engagement. • The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents.</i>	5 6
Teacher release time to deliver high quality interventions. LSA's will be appointed to ensure that all classes have an LSA to support during core subject teaching.	The EEF toolkit identifies small group tuition as having a 4 month improvement impact.	1 2
LSA's working with identified PP pupils to focus on reading and closing any identified gaps during drift in.	The EEF toolkit identifies TA interventions as having a 4 month improvement impact.	1 2

Wider strategies

Budgeted cost: £9,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising of schools trips and residential to ensure that costs make the trip more accessible to all	<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</i>	6

	<i>of school work. (Social Mobility Commission report – An Unequal Playing Field)</i>	
Providing a workshop to give parents support and guidance with managing behaviour and routines at home.	The EEF toolkit identifies metacognition and self-regulation as having a 7 month impact.	4 5
Listen to me – music service and specialist teaching	The EEF toolkit identifies arts participation as having a 3 month impact.	6
Analyse clubs and prioritise pupil premium pupils by paying for one termly club across the academic year.	The EEF toolkit identifies arts participation as having a 3 month impact. <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>	6

Total budgeted cost:

Teaching: £39,742

Targeted interventions: £16,543

Wider strategies: £9,200

Total: £65,485

See further breakdown of spending on page 12.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The current strategy (above) was written in May 2023 by the new leadership team at Orchard Lea Junior School to be focussed and precise to the identified challenges the pupil premium pupil's face in school now.

Previous intended outcomes 2022 – 2023

As a result of high quality teaching provision 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.

Data shows that PP pupils still do not attain in line with non disadvantaged pupils. This challenge has been identified as needing to be continued with a greater focus on reading and SEND.

Pupils' use of quality vocabulary and fluency in reading has considerably improved which has had a positive impact on their ability to comprehend and infer.

For one third of disadvantaged pupils, early reading still remains a challenge and therefore a refined challenge and intended outcome has been set.

Improved attendance for identified pupils so that their attendance is in line with their peers. Rigorous strategies are in place to support families and diminish the % of persistent absentees.

Although attendance has improved this still remains a challenge, specifically for persistent absentees so approaches have been altered to ensure these pupils have an increased attendance.

Disadvantaged pupils mental health needs are developed and their physical needs are met in order to enable them to access a rich and rounded education.

Two thirds of our PP pupils still require SEMH support within school.

Increased parental engagement in learning and wider school life. Parents report a greater understanding and confidence in their ability to support their child's learning.

Parent exhibitions at the end of terms are very well attended by all parents as was a recent multiplication workshop in year 4. FSW has positive relationships with disadvantaged families.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
ELSA time to support pupils when family members are deployed - half-termly check in with ELSA Run the Poppy Appeal
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: £ 2,010

Further information (optional)

<u>Teaching</u>	
Read Write Inc	£2,600
LSA additional intervention time	£7,416
Release time for teachers/leaders to work with HIAS (19 days)	£3,819
Teaching and learning lead – two days a week	£25,307
EP support and training	£600
Sub total	£39,742
<u>Targeted academic</u>	
Read write inc resources e.g. Fresh Start	£1,500
ELSA	£1,935 £6,403
Intervention release time for teachers (20 days)	£4,069
LSA employment additionally for drift in period	£2,636
Sub total	£16,543
<u>Wider Strategies</u>	
Subsidising of trips/residential for PP pupils	£3,200
Listen 2 me music	£2,000
Subsidising after school club	£4,000
Sub total	£9,200
Total	£65,485