



## Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil 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 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  | 231   |  |   |
| Proportion (%) of pupil premium eligible pupils                         |   | % of pupil premium children (Ever 6 FSM, Service, LAC) | % of pupil premium pupils with SEND in cohort |
|   | Year 3                                      | 6% (14 pupils)   | 14% (2 pupils)                                |
|   | Year 4                                      | 5% ( 11 pupils)  | 18% (2 pupils)                                |
|   | Year 5                                      | 5% ( 11 pupils)  | 9% (1 pupil)                                  |
|   | Year 6                                      | 7% (16 pupils)   | 44% (7 pupils)                                |
|   | TOTAL                                       | 23% (52 pupils)  | 23% (12 pupils)                               |
|   | National Average for FSM in schools is 25%. |  |   |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2023                                   |  |   |
| Date this statement was published                                       | October 2022                                |  |   |
| Date on which it will be reviewed                                       | December 2022                               |  |   |

|                              |  |
|------------------------------|--|
|                              | February 20223<br>April 2023<br>July 2023                        |
| Statement authorised by      | Hilary Brewster (Executive Headteacher)                          |
| Pupil premium strategy group | Emma Thornbury (Deputy Headteacher)<br>Helen Glendinning (SENCo) |
| Governor lead                | Lisa DeCarteret  |

### Funding overview

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation this academic year                                    | £55, 855        |
| Recovery premium funding allocation this academic year                                 | £0              |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0              |
| <b>Total budget for this academic year</b>   | <b>£55, 855</b> |

## 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 experience a rich, 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 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.

(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.

| Detail of challenge   |
|---|
| <p>Progress of our disadvantaged pupils does not match those of non-disadvantaged pupils, this is a particular issue for our Lower attaining pupils.</p> <p>Outcomes for our disadvantaged pupils do not consistently match National or Hampshire outcomes</p> <ul style="list-style-type: none"> <li>• <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></li> <li>• <i>The impact of missed learning due to Covid is still having an impact on the progress of pupils and their ability to retrieve and retain knowledge and skills.</i></li> <li>• <i>Some pupils do not complete home learning to revise or apply skills linked to their current learning in class.</i></li> <li>• <i>23% of our current PP pupils have additional needs and are on the SEND register.</i></li> </ul> |
| <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 and this in turn impacts on quality writing outcomes</p> <ul style="list-style-type: none"> <li>• <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 and this can impact their ability to answer SATs questions in Year 6</i></li> <li>• <i>Lack of reading and discussion at home means that some disadvantaged pupils are 'word poor' and are not fluent readers. This means that they can not access questions and activities across the curriculum.</i></li> <li>• <i>Some pupils do not have access to a range of books and quality texts at home.</i></li> </ul>   |

Persistent absences of some of our disadvantaged pupils (33% of disadvantaged pupils were persistently absent 2021-2022)

- *This adds to wider safeguarding concerns for some of our pupils.*
- *Pupils miss key elements of the learning journeys due to absences (Illness and unauthorised holidays)*
- *Some of our disadvantaged families do not understand the significance of lost learning time.*

Observations and discussions with pupils and families have identified social, emotional and mental health issues for many disadvantaged children, with a particular need surrounding anxiety.

- *Some of our pupils face issues linked to challenging home circumstances*
- *The mental health needs within the family home can affect some of our pupils own SEMH and well being.*
- *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.*
- *Financial difficulties experienced by some of our families can lead to a gap in social experiences compared to other families in our school community.*
- *Some pupils do not have access to physical activities and open space at home.*

Parental engagement and parental support for learning for some of our disadvantaged families.

- *Lack of online access can be an issue linked to parental support*
- *Some of our parents report to not having had positive school or learning experiences themselves so may find it difficult to engage in their child's school life.*
- *Low attendance of disadvantaged families to parents evenings, parent topic events and whole school learning events limits communication of learning and expectations for their child's year group*
- *Confidence in all areas of the National Curriculum methods and ways of recording is less understood in some households*

Teaching and Learning

- *Consistent quality of teaching and learning is an ongoing area of improvement due to historical circumstances and experiences of teaching and support staff.*

## 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>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.</p>              | <p>Quality teaching day to day to reflect a progressive learning journey.<br/>Staff can shape the learning journey lesson to lesson over a period of time.<br/>Forensic assessment and analysis to identify gaps and a swift response to need.<br/>Targeted support based on rigorous assessment for learning is in place and enables accelerated progress.</p> |
| <p>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.</p>   | <p>Targeted books matching need<br/>Quality texts used within English<br/>Guided reading strategies enable swift progress and key comprehension skills to be embedded.<br/>Strategy to support the lowest 20% of readers is in place to enable accelerated progress.<br/>Phonics teaching is in place to enable accelerated progress.</p>                       |
| <p>Improved attendance for identified pupils so that their attendance is in line with or higher than national (94.4%). Rigorous strategies are in place to support families and diminish the % of persistent absentees.</p> | <p>Persistent absences will decline by 5% or more per term.<br/>Updated attendance policy has ensured processes are followed consistently<br/>PSA (Parent Support Advisor) has improved individual attendance.</p>  |
| <p>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.</p>  | <p>Mental health lead in place and training complete – strategies shared and being use with all staff, particularly with the ELSA<br/>Updated behaviour policy enables a consistent understanding of pupil need.<br/>Building Learning Powers training</p>  |

|  |   |
|--|---|
| 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. | Attendance is 80% or more at parent events (e.g. exhibitions, workshops, information evenings).<br>Parent workshops allow parents the opportunity to learn more about how to support their child. |
|--|---|

### 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

### *Evidence/research used to identify suitable approach to overcome barriers for disadvantaged pupils.*

- Closing the vocabulary gap by Alex Quigley
- EEF Toolkit oral language interventions- high impact
- Hampshire County Council resources- fluency project
- The EEF guide to the pupil premium ( EEF, 2019)
- <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>
- [https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Effective\\_Feedback\\_Task\\_Subject\\_and\\_Self-regulation\\_Strategies.pdf?v=1635355218](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Effective_Feedback_Task_Subject_and_Self-regulation_Strategies.pdf?v=1635355218)
- <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/written-marking>
- Addressing Educational Disadvantage in schools and colleges: The Essex Way

### Activity

CPD to enable quality formative assessment practices to tailor learning opportunities to meet the needs of disadvantaged pupils.

|  |
|--|
| Quality text and quality supported reading time for disadvantaged pupils is built into daily and weekly practice.  |
| Teaching of reading - Fluency of reading is developed by staff CPD and targeted groups to enable comprehension and the ability to access reading SATS.   |
| <ul style="list-style-type: none"> <li>- Quality reading teaching and learning provision for disadvantaged pupils</li> <li>- Quality spelling and handwriting teaching and learning provision for disadvantaged pupils.</li> </ul>   |
| CPD for identifying gaps in writing enables staff to precisely identify the barriers for disadvantaged pupils and address with provision and targets   |
| Release time for staff or employed staff hours to work with disadvantaged pupils as 1:1 or small group to discuss barriers to learning and support or pre teach with bespoke learning strategies to enable full access to curriculum |
| Support for planning for disadvantaged pupils for reading and the joy of reading quality texts, enabling access to quality texts.  |
| Marking and feedback strategies and policy to enable disadvantaged pupils to be first to be marked and receive more regular deep marking and feedback  |
| Vocabulary and language development is planned and implemented in school/class culture and provision   |
| Use of IEPs and icebergs to identify barriers to learning and plan additional support for children.  |

## Targeted academic support

Budgeted cost: £ 19,000

### ***Evidence/research used to identify suitable approach to overcome barriers for disadvantaged pupils.***

- 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

- Hampshire County Council Resources- Fluency project
- An Updated Practical Guide to the Pupil Premium by Marc Rowland – Section 7 parents
- EEF Toolkit parental engagement- high impact
- EEF Guidance- Working with Parents to Support Children’s Learning
- <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>
- Improving Social and Emotional Learning in Primary Schools: Guidance report (EEF, 2020)
- <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour>
- <https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours>
- When the adults change, everything changes by Paul Dix
- Closing the vocabulary gap by Alex Quigley
- EEF Toolkit oral language interventions- high impact
- EEF Toolkit Reading comprehension strategies- high impact
- Closing the reading gap by Alex Quigley

| Activity  |
|---|
| Disadvantaged pupils are heard read at least 2 times per week in addition to guided group reading and class reading   |
| 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. |
| Quality resources and specific resources used to enable all pupils to access learning and succeed in 1:1 or small group targeted provision.   |
| Targeted communication, language and vocabulary support is given to narrow the gap between disadvantaged pupils and peers/national expectation  |
| Behaviour policy and practice enables all children to be learning ready to access the curriculum and learning opportunities   |
| ELSA or family support or mental health support provided in 1:1 or small group sessions.  |
| Wellbeing 5 pillars support is given based on need. E.g. physical development, being outdoors, music and mindfulness activities   |
| Family work to enable understanding of how they can help their child at home and how to manage key areas of need.   |

## Wider strategies

Budgeted cost: £16,000

### ***Evidence/research used to identify suitable approach to overcome barriers for disadvantaged pupils.***

- Poverty proofing outcomes from audit
- Addressing Educational Disadvantage in schools and colleges: The Essex Way
- An Updated Practical Guide to the Pupil Premium by Marc Rowland – Section 7 parents
- Improving school attendance: support for schools and local authorities
- EEF Toolkit parental engagement- high impact
- EEF Guidance- Working with Parents to Support Children’s Learning
- <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>
- Improving Social and Emotional Learning in Primary Schools: Guidance report (EEF, 2020)
- Helen’s mental health course resources
- HCC and HSB resources and research

| Activity  |
|---|
| Quality texts and access to texts at home   |
| Parent coffee morning to share tips for how to help learning at home and how to enable your children to attend school and be on time  |
| Engagement resources to create a positive attitude to school and learning– parent workshops, sharing of resources, communication channels, meetings.  |
| Use of strategies to enable equity in school – uniform, attendance for visits, experiences, clubs, holiday clubs, food and transport support  |
| Breakfast club led by ELSA and active @8 led by trained coach, to enable pupils to come to school before peers and access quality provision to be ready to learn at the beginning of the school day |
| Designated adult support for mental health support  |
| Specific outside agency expertise to audit, enable and evaluate provision   |

Physical activity intervention to enable a wide range of wellbeing support ( wellbeing 5 pillars)

**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. Sports Premium funding is also being spent on yoga sessions which will benefit the wellbeing of 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 2021 to 2022 academic year.

The Year 6 disadvantaged pupils at Orchard Lea are performing well in comparison to the local authority data for pupils working at age related expectations (ARE). Pupils working at greater depth (GD) are broadly in line with the local authority in SPAG and higher than the local authority in Maths. The school had no GD writers this year.

|   | Reading                | Writing                | Maths                  | Combined            |
|---|------------------------|------------------------|------------------------|---------------------|
| Orchard Lea                                 | 62.5% ARE+<br>12.5% GD | 62.5% ARE+<br>0% GD    | 62.5% ARE+<br>12.5% GD | 50% ARE+<br>0% GD   |
| National data (Data taken from Perspective) | 74.5% ARE+<br>27.8 GD  | 69.5% ARE+<br>12.8% GD | 71.4% ARE+<br>22.4% GD | 58.7% ARE+<br>7% GD |

### Teaching and Learning

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

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.

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.

Monitoring shows that activities to promote retrieval practice are being used across the curriculum to support pupils in making connections with and build upon prior learning. There has been 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. Monitoring also shows that strategies shared in CPD have been applied for scaffolding learning for disadvantaged pupils with SEND in the classroom.

The school has purchased and received training on the SEN toolkit in English and Maths as some of our disadvantaged pupils are on the SEND register. This is being used to identify and plan for pupils individual needs.

#### Specific interventions

As a result of the reading and phonics interventions, children had a greater number of opportunities to read with an adult, they are making more appropriate book choices for their reading level and pupils are reading with greater fluency and understanding.

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.

#### Wider strategies

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, alongside regular communication to address this issue. Families were contacted by the school office or PSA each day when pupils are late or absent. School worked closely with outside agencies (such as Early Help hub or School nurse team) to support families who have difficulties associated with attendance. Home visits were made where appropriate. Senior leaders had regular attendance meetings to monitor individuals.

A Breakfast club was established for identified pupils. As a result of attending, pupils were ready for the school day having had longer to settle before school began, access to ELSA support and use of the breakfast facilities. The club also offered opportunities for pupils to build friendships. Attendance and punctuality improved for some of these pupils.

Parents have had a range of ways to communicate with the school in order to share concerns, resolve issues and access support. The PSA has been available every morning to check ins with pupils and drop in sessions with parents. Parent coffee mornings took place each half term and these were attended by some of our disadvantaged families.

Transition arrangements were put in place to support vulnerable children with managing the change of class, adults and routines. The arrangements included a transition parent coffee morning, phone calls and home visits before the return to school from the PSA and postcards during the summer holidays to maintain a connection with school. 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. There were very few pupils who needed support with transition in the Autumn term.

ELSA support was available for pupils with SEMH needs, anxiety or challenging home circumstance. A lunchtime nurture with the ELSA in the Secret Garden was also established. As a result of specific ELSA time, children have access to support to manage their feelings and friendships.

All families who requested support with access to online learning were provided with a laptop for children to be able to do their home learning.

As a result of the Poverty proofing training and school audit, the school has made adjustments to school routines and procedures such as the way that spare uniform is shared and how whole school and fundraising events are organised.