



Pupil premium strategy statement 2022-2023 - Revised April 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 (234 April 2023)
Proportion (%) of pupil premium eligible pupils	54 Pupils 23%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	October 2022 - Revised April 2023
Date on which it will be reviewed	December 2022 April 2023 July 2023
Statement authorised by	Sarah Ackerman (Acting Executive Headteacher)
Pupil premium strategy group	Clare Hawkins (Head of School) Claire Anousis (Teaching and Learning Lead)
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
Total budget for this academic year	£55,855

Part A: Pupil premium strategy plan

Statement of intent

The aims of our pupil premium strategy plan are:

- To identify and remove any barriers to learning to ensure that pupil premium children achieve at least in line with their peers.
- To have full access to a wide, broad and balanced curriculum, including trips, clubs and opportunities to pursue personal interests.
- 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 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 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.

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	33% 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/residential.

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
1	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>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>Final 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 a small gap than March 2023.</p>
2	Targeted children make progress through discrete Read Write Inc interventions so that the majority no longer require phonic teaching.	<p>Read Write Inc assessment showing and indicating progress through modules/levels.</p> <p>Less children assessed as requiring phonic interventions for September 23.</p> <p>Whole school Read Write Inc training 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>
3	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, pupils are well supported in class.	<p>Staff training – PDM – cognition and learning focus held by SENDCO.</p> <p>Learning walks and lesson observations across the curriculum demonstrate that staff are applying strategies for those children who have C&L as a barrier.</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 medium term plans.</p>
4	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>
5	Pupils have been adequately supported and equipped to self-regulate more effectively	<p>Case studies – individualised, highlight the impact of emotional support</p> <p>A reduction of incidences on CPOMS linked to friendship, bullying, raising a concern, behaviour.</p> <p>Smooth transitions – between all year groups, particularly Year 6</p> <p>Pupil conferencing – impact of support and strategies they have learnt</p> <p>ELSA notations</p> <p>Reviewing behaviour policy – training and clarity around responding</p> <p>PSHE/SCARF implemented and self referring to the strategies away from the point of teaching</p>
6	By July 2023 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>Review of residential opportunities – reducing costs where possible</p> <p>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 and learning

Budgeted cost: £ 25,000

Activity	Evidence to support this approach	Challenge number(s) addressed
Hampshire County Council resources- fluency project	The EEF toolkit identifies reading comprehension strategies at having a 6 month improvement impact	1 2
Read write inc training - leadership and whole staff/school	The EEF toolkit identifies phonics intervention as having a 5 month improvement impact. The EEF toolkit identifies reading comprehension strategies at having a 6 month improvement impact	1 2 3
HIAS support time for Reading, Writing and Maths planning	<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>	1 2

	<i>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>	
Employment of Teaching and Learning Lead across the Federation	<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>	1 2
To train all staff with strategies to use to ensure all SEND pupils are supported	<i>The EEF toolkit identifies metacognition and self-regulation as having a 7 month impact. 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
Member of staff to attend anti-bullying training and disseminate to all staff	<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: • The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence based recommendations to support pupils with SEND.</i>	4 5

Re-visit and revise the marking and feedback policy.	The EEF toolkit identifies feedback as having a 6 month improvement impact.	1 2
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Targeted academic support

Budgeted cost: £ 19,000

Activity	Evidence to support this approach	Challenge number(s) addressed
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>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. 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. 	1 2

Purchase of Read Write Inc resources as well as reading scheme books and interventions e.g. the Fresh Start	The EEF toolkit identifies phonics as having a 5 month improvement impact. The EEF toolkit identifies reading comprehension strategies at having a 6 month improvement impact.	1 2 3
ELSA and family/mental health support provided in 1:1 or small group sessions	The EEF toolkit identifies social and emotional learning as having a 4 month improvement The EEF toolkit identifies metacognition and self-regulation as having a 7 month impact.	4 5
Family support worker to work with families to improve attendance	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.	4
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	The EEF toolkit identifies small group tuition as having a 4 month improvement impact.	1 2

Wider strategies

Budgeted cost: £16,000

Activity	Evidence to support this approach	Challenge number(s) addressed
Review of Year 6 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 of school work. (Social Mobility Commission report – An Unequal Playing Field)</i>	6
Review of anti-bullying and behaviour policies	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.	5
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	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</i>	6

	<i>relax away from the pressures of school work. (Social Mobility Commission report – An Unequal Playing Field)</i>	
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Total budgeted cost: £ 60,000

Service Pupil Premium Funding:

Currently we have 6 Pupils eligible for this funding. Generally these children achieve well and have social emotional support as required

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+ 12.5% GD	62.5% ARE+ 0% GD	62.5% ARE+ 12.5% GD	50% ARE+ 0% GD
National data (Data taken from Perspective)	74.5% ARE+ 27.8 GD	69.5% ARE+ 12.8% GD	71.4% ARE+ 22.4% GD	58.7% ARE+ 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.