



Pupil premium strategy template

Summary information of pupil premium (PP)

Name of school:	Orchard Head J I and N School		
Academic year:	2017-2018	Total PP budget for year:	£102,960
Total number of pupils:	305	Number of pupils eligible for PP:	78
Amount per pupil:	£1,320	Date of next PP strategy review:	July 2018

Mission statement To enable all pupils, irrespective of background, to reach their full potential. Pupil premium funding, along with allocations made from the schools own budget will help ensure this money is spent to maximum effect.

Barriers to future attainment for pupils eligible for PP

Pupil Premium funding will be focused on

- 1) improving numeracy and literacy levels
- 2) increasing attendance.

In-school barriers:

A.	Attendance of disadvantaged children is lower than non disadvantaged pupils.
B.	Pupil premium children not making as much progress as non disadvantaged pupils.
C.	% of pupil premium children working at age related is lower than the % of non pupil premium children.

External barriers:

D.	Addressing low attendance rates
E.	Support and completion of home learning: readings, spellings, multiplication tables, homework etc
F.	Speech and language levels of pupil premium children are lower than non pupil premium children

Aims and outcomes

Desired outcome:		Success criteria:
A.	Improvement in overall attendance	By Summer 2018 attendance of disadvantaged pupils to be at 95% or above.
B.	Improvement in progress in reading, writing and maths	By Summer 2018 80% of pupil premium children will have made sufficient progress in R, W and M
C.	Improvement in speech and language development of pupil premium children	
How improvement will be measured:		
A.	Attendance will be tracked half termly, following the Pontefract Academies Trust policy for fining for holidays and lates.	
B.	Progress will be tracked half termly and any child not making sufficient progress will be put on an action plan and interventions/support will take place.	
C.	A baseline and exit assessment will be conducted on all pupils undergoing speech and language interventions.	

Planned expenditure

Desired outcome	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budget	Review date
A	Link to SDP action plan for attendance	<p>DfE 2016 published a report on the link between absence and attainment in Key Stage (KS) 2 and KS4.</p> <p>... in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2</p>	<ul style="list-style-type: none"> • Half termly reports • Required training delivered to staff • PAT attendance lead to support • Clearer information given to parents • School reward system for attendance 	G Evans D Higginson E Lightowler	£33,873	Half termly reports to Head/SGB and reviewed half termly Reports included in heads report to PAT board and governors Letters sent out to parents Training by learning mentor completed.
B	<ul style="list-style-type: none"> • Feedback to pupil premium children will be researched and improved • Intervention TAs in post for each key stage to deliver interventions as directed by AHT 	<p>EEF research indicates high impact for low cost +8 months</p> <p>EEF research indicates moderate impact for moderate cost – small group intervention +5 months</p>	<ul style="list-style-type: none"> • Pupil premium students receive feedback first • Same day feedback and response • Half termly interventions with baselines and exit assessment focusing on reading and maths 	S Whittell (research lead) J Carr (AHT) E Lightowler (AHT)	<p>£881</p> <p>£14,743</p> <p>£21,393</p>	Dec 2017 Pupil premium progress increase in R4%, W9% and M remained the same compared to Autumn term 2016/2017

B	<ul style="list-style-type: none"> Online homework for maths and SPAG to appeal to pupils 	Digital technology moderate impact for moderate cost +4 months	<ul style="list-style-type: none"> Subject leaders to supply each pupil with a login and password and support pupils with online access Homework club in school for pupils without access at home Subject leaders to monitor progress of pupils on each system and report half termly 	R Cottrell J Downing	£1,292 £5,619	Homework set for pupils and received favourably. Positive comments from parents.
C	<ul style="list-style-type: none"> Trained speech therapist to screen early years pupils to establish which pupils require support WELCOMM screening for all EYFS pupils to assess understanding of language Interventions set up and school staff trained in the delivery Monitoring by SENCO and EYFS lead to measure impact 	EEF research indicates moderate impact for early years intervention and oral language intervention +5 months each	<ul style="list-style-type: none"> Monitoring of interventions Termly reports form speech therapist 	J Carr AHT H Squires/A Huby SENCO	£5,681 £1,061 £9,475	Speech and language therapist compiling ar report for the end of the year – SEMCO pleased with the work done.
B	<ul style="list-style-type: none"> HLTA time (1 day per week) for cover to enable class teacher to undertake focussed intervention groups with Y6 Pupil Premium Children 1 Day per week Cover Supervisor to plan and deliver Phonics interventions to 	EEF research indicates moderate impact for low cost for small group tuition +4 months	<ul style="list-style-type: none"> Baseline of attainment prior to interventions Close monitoring of progress Exit assessment 	R Cottrell E Lightowler	£3,921 £2,351	See table below

	targeted Year 2 Pupil Premium children					
ABC	<ul style="list-style-type: none"> To ensure that all children receive fair access to Educational visits financial assistance is available to families who meet set criteria 	EEF research indicates moderate impact for moderate cost for outdoor adventure learning +4 months	<ul style="list-style-type: none"> Inform parents that help is available for school visits 	Team leaders P Seaton	£1,355	Parents offered visits at 50% of the cost.
ABC	<ul style="list-style-type: none"> To ensure that children receive fair access to the residential offered in Years 4 – 6 financial assistance is available to families who meet set criteria 	EEF research indicates moderate impact for moderate cost for outdoor adventure learning +4 months	<ul style="list-style-type: none"> Inform parents that help is available for school residential 	A Field P Seaton	£1,315	Parents offered visits at 50% of the cost.
B	<ul style="list-style-type: none"> Online one to one tuition for 5 pupils in maths 	Moderate impact for high cost + 5 months	<ul style="list-style-type: none"> Class teacher to monitor reports provided by the company 	R Cottrell	£1000	4/5 80% achieved ARE
					£103,960	

Impact

School data identified 78 children eligible for pupil premium.

1. 26 children (33%) are on the Learning Mentor Register. A great deal of Learning Mentor time is spent working with the families of these children
2. 27 children in KS2 (35%) accessed one or more of the intervention strategies
3. 13 children in Year 6 (30% of the class) had targeted support from the booster teacher for English and Maths – small group work and 1:1 support
4. 12 children (15%) KS2 accessed the Choices Programme

Key Stage 1

Subject	Year 2-ARE	
10 chn	Pupil Premium	Non Pupil
Reading	50%	78%
Writing	50%	70%
Maths	25%	71%

Upper KS2

Subject	Year 6-ARE	
	Pupil Premium	Non Pupil Premium
13 chn		
Reading	44%	83%
Writing	44%	83%
Maths	31%	79%

Pupil premium children are not diminishing the difference fast enough in either Key Stage 1 or Key Stage 2 and particularly in the subject of maths.