

# Orchard Head Junior, Infants and Nursery School

## Pupil Premium strategy statement 2020 - 21

### School overview

Metric	Data
School name	Orchard Head J, I & N School
Pupils in school	332
Proportion of disadvantaged pupils	70 (21%)
Pupil premium allocation this academic year	£94,150
Academic year or years covered by statement	2020 - 21
Publish date	November 2020
Review date	July 2021
Statement authorised by	Joe Mitchell – Headteacher
Pupil premium lead	Joanna Carr / Amy Homes-Edwards
SPRB lead	Amanda Small

### Disadvantaged pupil progress scores for the academic year of 2018-2019 <sup>\*\*\*</sup>(No results due to COVID 2020)

Measure	Score
Reading	-1.9
Writing	-0.8
Maths	-0.5

### Disadvantaged pupil performance overview for the academic year of 2018-2019 <sup>\*\*\*</sup>(No results due to COVID 2020)

Measure	Score
Meeting expected standard at KS2 (R, W, M, Combined)	69%, 69%, 69%, 69%
Achieving high standard at KS2 (R, W, M, Combined)	8%, 8%, 23%, 0%

### Overall strategy aims for disadvantaged pupils

Measure	Activity
Improvement in overall attendance	The involvement of all staff will ensure that there is a responsibility and accountability for everyone to encourage children to attend school as often as possible.
Improvement in progress in reading, writing and maths	To improve systems, expectations and practice in classrooms so that pupils are given the best chance possible of accelerating their learning.

Improvement in speech and language development of Disadvantaged children	Ensuring that staff are trained by the speech and language therapist to deliver interventions that are needed.
Access to age appropriate texts and a love of reading is fostered	Buy and embed the use of a reading initiative across all year groups to increase reading for pleasure.
Barriers to learning these priorities address	<p>Attitudes to school attendance and the prioritisation of being at school.</p> <p>Lower academic starting points for Disadvantaged children.</p> <p>Pupils' communication skills putting them at a deficit in their learning.</p> <p>Access to a range of age appropriate texts being potentially limited.</p>

.....

### Teaching priorities for current academic year

Aim	Target	Target met date
Progress in Reading	Based on March 2020 data an increasing proportion of disadvantaged pupils attaining age related expectation or above.	Summer 2021
Progress in Writing		Summer 2021
Progress in Maths		Summer 2021
Phonics	90% Working at expected level	Summer 2021
Attendance / PA	96% attendance and 8% PA	Summer 2021

### Targeted academic support for current academic year

Measure	Activity	
Priority 1	To improve systems, expectations and practice in classrooms so that pupils are given the best chance possible of accelerating their learning.	
Priority 2	Embed the use of the reading initiative RWI and to increase reading for pleasure.	
Barriers to learning these priorities address	<p>Access to a range of age appropriate texts being potentially limited.</p> <p>Lower academic starting points for Disadvantaged children.</p>	
Projected spending	Purchasing more books for 'Reading for Pleasure' for the school library	£10,000
	Purchasing Read Write Inc. training and resources	£10,000
	TOTAL	£20,000

## Wider strategies for current academic year

Measure	Activity	
Priority 1	The involvement of all staff will ensure that there is a responsibility and accountability for everyone to encourage children to attend school as often as possible.	
Priority 2	Ensuring that staff are trained by the speech and language therapist to deliver interventions that are needed.	
Barriers to learning these priorities address	Attitudes to school attendance and the prioritisation of being at school. Pupils' communication skills putting them at a deficit in their learning.	
Projected spending	Inclusion leader and Learning Mentor – focused attendance work	£15,000
	Speech and Language Therapist	£10,000
	Attendance rewards and initiatives	£5,000
	<b>TOTAL</b>	<b>£30,000</b>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development.	Use of INSET days, staff meeting and trust CPD and additional cover required.
Targeted support	Ensuring enough time for school English and phonics lead to source, introduce and implement a reading initiative.	Use of INSET days and additional cover being provided by UPS teacher.
Wider strategies	To ensure that the approaches to improving disadvantaged and other pupils' attendance involve all staff, that attendance is given a higher profile and that work takes place with parents to support pupils' attendance.	Use of INSET days and staff meetings. Learning mentor to support families within her role. Inclusion AHT to track attendance for disadvantaged pupils across school.

## Review: last year's aims and outcomes

Aim	Outcome
Improvement in overall attendance for disadvantaged children.	PA disadvantaged decreased from 19% to 12.2% (September - March 2020 due to school closure COVID) Attendance has improved from 94.70 to 95.13% (September - March 2020 due to school closure COVID)
Improvement in progress in reading, writing and mathematics for disadvantaged children ***There was no assessment point in Summer 2020 due to COVID	In KS2 the gap has narrowed considerably. Reading 44 (2018) 69 (2019) Mathematics 33 (2018) 69 (2019) Combined 33 (2018) 69 (2019)
Improvement in speech and language development of disadvantaged children.	Children have made progress towards their individual targets.

## 1. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers

<b>A.</b>	Attendance of disadvantaged pupils is lower than non-disadvantaged pupils, persistent absence is higher for disadvantaged compared to non-disadvantaged.
<b>B.</b>	Disadvantaged pupils not making as much progress as non-disadvantaged pupils.
<b>C.</b>	Percentage of disadvantaged pupils working at age related is lower than the percentage of non-disadvantaged.

### External barriers (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	Addressing low attendance rates and the importance of school.
<b>E.</b>	Support and completion of home learning: reading, spellings, multiplication tables, homework etc.
<b>F.</b>	Speech and language levels of disadvantage pupils are lower than non-disadvantage pupils.

## 2. Desired outcomes

	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	<b>Improvement in overall attendance including persistent absentees.</b> Will be measured by: Tracking attendance weekly and half termly for specific groups of vulnerable children. Following the Pontefract Academy Trust policy for fining for holidays and lates.	By summer 2021 attendance of disadvantaged pupils to increase from 95.13 % to 96% or above. By summer 2021 persistent absence of disadvantaged pupils to be lower than 8%.
<b>B.</b>	<b>Improvement in progress in reading, writing and mathematics.</b> Will be measured by: Tracking progress and attainment every half term. Any child not making sufficient progress will receive specific intervention/support.	By summer 2021 disadvantaged pupils will have closed the gap and a greater proportion of these pupils will attain at age related expectations or above when compared to the 2019 data. (due to COVID no 2020 results)
<b>C.</b>	<b>Improvement in speech and language development of disadvantaged pupils.</b> Will be measured by: A baseline and exit assessment will be conducted on all pupils undergoing speech and language interventions. Any child not making sufficient progress will receive further intervention.	By summer 2021 pupils meet their speech and language targets and access an age related curriculum.
<b>D.</b>	<b>Access to age appropriate texts and develop their fluency skills as well as a positive attitude for reading.</b> Will be measured by: Increase in academic outcomes in reading. Pupil's voice will impact on the resources provided. Monitoring of reading for pleasure. A baseline and exit assessment will be conducted on all pupils undergoing fluency interventions.	By summer 2021 disadvantaged pupils will have access through our library to a range of age appropriate texts. By summer 2021 disadvantaged pupils will have access to the reading initiatives in school. By summer 2020 disadvantaged pupils will meet or exceed their personal targets regarding reading fluency.

### 3. Planned expenditure

Academic year		2020-2021			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead & cost	When will you review implementation?
<b>Improvement in overall attendance including persistent absentees.</b>	Link to attendance action plan.	DfE 2016 published a report on the link between absence and attainment in Key Stage (KS) 2 and KS4. ...in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2.	<ul style="list-style-type: none"> <li>-Weekly tracking.</li> <li>-Half termly reports.</li> <li>-Staff training.</li> <li>-Inset days.</li> <li>-Parent friendly attendance guide distributed.</li> <li>-Identified families free breakfast club.</li> <li>-School reward system for attendance-raffle tickets prize draw for 100%.</li> <li>-CGB (Caught Being Good) points as attendance rewards.</li> <li>-The 99 club.</li> </ul>	J Carr D Higginson  £20,000	September 2021
<b>Improvement in progress in reading, writing and mathematics.</b>	<ul style="list-style-type: none"> <li>-Feedback to disadvantaged pupils will be prioritised.</li> <li>-Early Phonics interventions.</li> <li>-Continued support for reading through rainbow words intervention.</li> <li>-To ensure that all children receive fair access to educational and residential visits financial assistance is available to families who meet the criteria.</li> <li>-Online 1 to 1 tuition for pupils in Mathematics.</li> </ul>	<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> <p>EEF research indicates moderate impact for moderate cost for outdoor adventurous learning +4 months.</p> <p>EEF research indicates moderate impact for high cost +5 months.</p>	<ul style="list-style-type: none"> <li>-Disadvantaged students receive feedback first.</li> <li>-Same day feedback and response.</li> <li>-Book scrutiny.</li> <li>-A&amp;I meeting line of enquiry.</li> <li>-Interventions with baselines.</li> <li>-Inform parents that help is available for educational visits and residential.</li> <li>-Class teachers to analyse reports provided by the company for 1 to 1 tuition.</li> </ul>	J Carr N Lindop E Ball K Thorpe J Ward C McArthur K O'Toole  £30,000	September 2021

<b>Budgeted cost</b>					<b>£50,000</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead &amp; cost</b>	<b>When will you review implementation?</b>
<b>Improvement in speech and language development of disadvantaged pupils.</b>	-Trained speech therapist to screen specific early years pupils to establish which pupils require support. -WELCOMM screening for all EYFS pupils to assess understanding of language. Interventions 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.	-Monitoring of interventions. -Termly reports from speech therapist. -Entry and exit data for interventions.	A Holmes-Edwards J Carr Speech Therapist  £10,000	September 2021
<b>Budgeted cost</b>					<b>£10,000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead &amp; cost</b>	<b>When will you review implementation?</b>
<b>Access to age appropriate texts and develop their fluency skills as well as a positive attitude for reading.</b>	- Buy and embed the use of a reading initiative across all year groups to increase reading for pleasure. -Trust reading initiatives implemented and embedded in school.	EEF research indicates high cost with high impact +6 months.	-A&I termly meetings to assess impact. -Lesson observations. -Lesson drop ins. -Learning walks. -Pupil voice. -Monitoring of fluency throughout school.	E Ball N Lindop J Carr A Holmes-Edwards  £10,000	September 2021
<b>Budgeted cost</b>					<b>£10,000</b>

<b>Allocation of balance</b>	<b>Total budgeted cost</b>	<b>£80,000</b>
The remaining balance will be retained for ongoing priorities that are identified for pupils as the year commences. These could include:	<b>Total PPG</b>	<b>£94,150</b>
<ul style="list-style-type: none"> <li>• Proportion of Inclusion AHT's salary in order to link with families of Disadvantaged pupils in order to improve attendance and engagement with school</li> <li>• Newly introduced strategic approaches</li> <li>• Payment for breakfast club to increase attendance</li> <li>• Payment towards education visits</li> <li>• Payments towards residential visits</li> <li>• Payments towards winter coats and shoes.</li> </ul>	<b>Remaining balance</b>	<b>£24,150</b>