

Orchard head J I N School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 Head J, I & N school
Number of pupils in school	338 including Nursery
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Joe Mitchell
Pupil premium lead	Sarah Higginson
Governor / Trustee lead	Amanda Small

Funding overview (2022-23)

Detail	Amount
Pupil premium funding allocation this academic year	£98,335
Recovery premium funding allocation this academic year	£10,295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£108,630

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced alongside research conducted by the Education Endowment Foundation. At Orchard Head, we strive to ensure that all of our pupils, regardless of the barriers they face, become successful learners. We live and breathe our Trust guiding principles which detail 'Achievement without excuses.' Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues as well as the need for external agency support, for example, Safeguarding. These factors add to the complexity of each child and their family situations that can prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school and how we will ensure that all children succeed.

Key Principles of our Pupil Premium Plan

At Orchard Head we want to ensure that:

- Teaching and learning opportunities meet the needs of all the pupils so that they achieve well and meet expected outcomes.
- Appropriate provision and resources are made available for pupils who belong to vulnerable groups, so that barriers are removed to allow a secure and successful learning environment.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- The need of pupils may develop or change over the year, because of this, we need to allow scope for support when required. This maybe to support families who are newly registered as high need.
- Our plan provides an effective allocation of funding so that disadvantaged pupils receive enriched, broad and exciting experiences that enhance the curriculum and develop pupils' cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none"> A number of our disadvantaged children comes from households where they have less access to engaging reading materials. Some of our children do not have the opportunity to read high quality texts on a regular basis when not in school. A proportion of our disadvantaged children do not have access to skilled adults, outside of school, who can support their Maths learning.
2	<ul style="list-style-type: none"> A number of or youngest children enter Early Years with speech and language skills below age related expectations, meaning that they find communicating with their peers and adults challenging.
3	<ul style="list-style-type: none"> Lower attendance and a greater proportion of disadvantaged pupils are recorded as persistently absent. Some of our disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.
4	<ul style="list-style-type: none"> Social deprivation, financial, mental health and social care involvement Our assessments, discussions and observations have identified social and emotional / self-confidence issues for some disadvantaged pupils.

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
Priority 1 Improvement in progress in reading and writing and mathematics.	<ul style="list-style-type: none"> To achieve in line with national average progress scores in reading, writing and maths at the end of Key Stage 2 To achieve age related and greater depth in reading, writing and maths in line with national figures at both key stage 1 and 2
Priority 2 Improvement in speech and language development of disadvantaged pupils.	<ul style="list-style-type: none"> An increasing proportion of children's speech and language skills are in line with age related expectations.
Priority 3 Improvement in overall attendance including persistent absentees.	<ul style="list-style-type: none"> Attendance for all pupils to be above national. Attendance for those that are disadvantaged to be closer to their non-disadvantaged peers For PA to be no higher than national figures for the whole school For PA for those pupils who are disadvantaged to be closer to that of their non-disadvantaged peers.
Priority 4	<ul style="list-style-type: none"> The escalation of mental health issues to a severe level is decreased.

<p>Children’s social, emotional and mental health needs are met by skilled staff in school.</p>	<ul style="list-style-type: none"> • Emotional education interventions are successful in helping pupils to be in a positive mindset to learn. • The impact of financial hardship is mitigated as a barrier to learning and pupil wellbeing.
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>NFER Assessment materials for all year groups</i> £5000</p>	<p>Standardised diagnostic assessments to identify individual pupil need for both teaching and learning and academic intervention.</p> <p>To improve systems, expectations and practice in classrooms so that pupils are given the best chance possible of accelerating their learning.</p> <p>As part of the assessment cycle using the NFER assessment packages this will ensure that progress is measured and intervention is implemented and pitched at the correct stage to ensure accelerated progress. NFER tests will support teacher assessment and inform pupil progress meetings – informing discussion about the progress and achievement of our disadvantaged pupils.</p>	<p>1</p>
<p><i>Purchasing additional resources to support phonics intervention using RWI</i> £10,000</p>	<p>Ensuring consistency of teaching of early reading and phonics and purchase of additional reading books (decodable) matching to developing phonic knowledge and the RWI programme.</p> <p>This will include professional development, instructional coaching and teacher release time working with external expertise from RWI professionals. There will be a sharp focus on supporting early career teachers here, complimenting the ECF.</p> <p>Embed the use of the reading initiative RWI in lower key stage two to ensure barriers to reading are addressed.</p> <p>Children entering KS2 who have not reached the expected standard in reading and writing due to not having access to the RWI programme at EYFS and Year 1. As a direct result of this children are unlikely to have the breadth of vocabulary required on entry to KS2. This programme is designed as an intervention to support this.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	<p>1, 2</p>

<p><i>Purchasing additional resources to support reading across school</i> £20,000</p>	<p>Some of our disadvantaged children have limited (or no) access to books outside of school. We have launched the Accelerated Reader initiative across KS2 and our children will benefit from accessing an enhanced range of fiction and non-fiction reading materials.</p> <p>Reading for Pleasure is a fundamental part of our Trust reading strategy, with all children entering school and having dedicated reading time with high-quality, engaging texts.</p> <p>During this Reading for Pleasure, daily session, skilled adults are able to work alongside the children in order to develop their comprehension skills.</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics they are a crucial component of early reading instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 2, 3</p>
<p><i>Focused in-house interventions</i> £12,000</p>	<p>Teaching assistants (also known as TAs, LSAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The role can also include administrative support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<p><i>Lyfta subscription</i> £3000</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,363

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Tuition partner through the NTP funding (£10,295 budget) supplemented by £7668 from the</i></p>	<p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.</p>	<p>1</p>

<i>pupil premium funding</i>	Various models of individualised instruction have been researched over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently. More recently, digital technologies have been employed to facilitate individual activities and feedback. Individualised instruction EEF (educationendowmentfoundation.org.uk)	
<i>Social and Emotional Learning interventions (Learning Mentor & Inclusion AHT) £7,000</i>	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which pupils work with (and alongside) their peers, teachers, family or community. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
<i>Inclusion Leader Salary (£10,000) B squared Subscription £135 3rd Space Learning £16,560</i>	Interventions across school monitored and embedded in reading, writing and maths. To ensure that provision for those with SEND and the bottom 20% effectively meets individual needs and progress in reading, writing and maths is made. Research shows that the impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage. Third Space learning is a well-established intervention in our school and has a track record of accelerating pupil progress in Mathematics. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/send-review	1, 2, 3
<i>Music service SLA £4000</i>	Access to music services a priority for those that are disadvantaged https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Experiences subsidy - £40 per pupil per year £3000 Residential subsidy (Year 4, 5 and 6) – up to 50%</i>	To support the implementation of the '50 things at Orchard Head' across the curriculum to ensure that all pupils have access to a wider experience To provide financial support for disadvantaged pupils in the '50 things to experience at Orchard Head.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3, 4

<i>reduction per pupil £3000)</i> <i>Access to the School Library Service (£2500)</i>		
<i>Breakfast club - £5500</i> <i>Attendance incentives - £5000</i>	To ensure that attendance of those that are disadvantaged does not fall below national and to reduce those that are at PA https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	1, 3
<i>Uniform allowance - £4000</i>	To ensure that those that are disadvantaged have access to a full school uniform https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	3, 4

Total budgeted cost: £103,863

Remaining balance: £1,267

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.

We recognise the impact of the COVID pandemic and our pupils lacking the opportunities of social interaction and certain curriculum areas. Our strategy ensures that all of our pupils receive a personalised curriculum where required to ensure any gaps or misconceptions are swiftly addressed.

Whole School Data

School					
2022 Cohort	2018	2019	2020	2021	2022

Phonics

Disadv.	Disadvantaged	4	45%	71%		75%
	All others	40	74%	89%		83%
	Gap	-	28%	18%		8%

Key Stage 1 - RWM, Reading, Writing, Maths (expected standard and above)

Disadv.	Disadvantaged	11	33%	55%		55%
	All others	33	73%	59%		67%
	Gap	-	39%	4%		12%

Disadv.	Disadvantaged	11	58%	64%		55%
	All others	33	79%	71%		76%
	Gap	-	20%	7%		21%

Disadv.	Disadvantaged	11	50%	55%		55%
	All others	33	73%	71%		73%
	Gap	-	23%	16%		18%

Disadv.	Disadvantaged	11	42%	73%		64%
	All others	33	82%	71%		79%
	Gap	-	40%	-2%		15%

Key Stage 2 - RWM, Reading, Writing, Maths (expected standard and above)

Disadv.	Disadvantaged	15	33%	69%		73%
	All others	32	78%	81%		84%
	Gap	-	44%	11%		11%

Disadv.	Disadvantaged	15	44%	69%		87%
	All others	32	85%	87%		91%
	Gap	-	41%	18%		4%

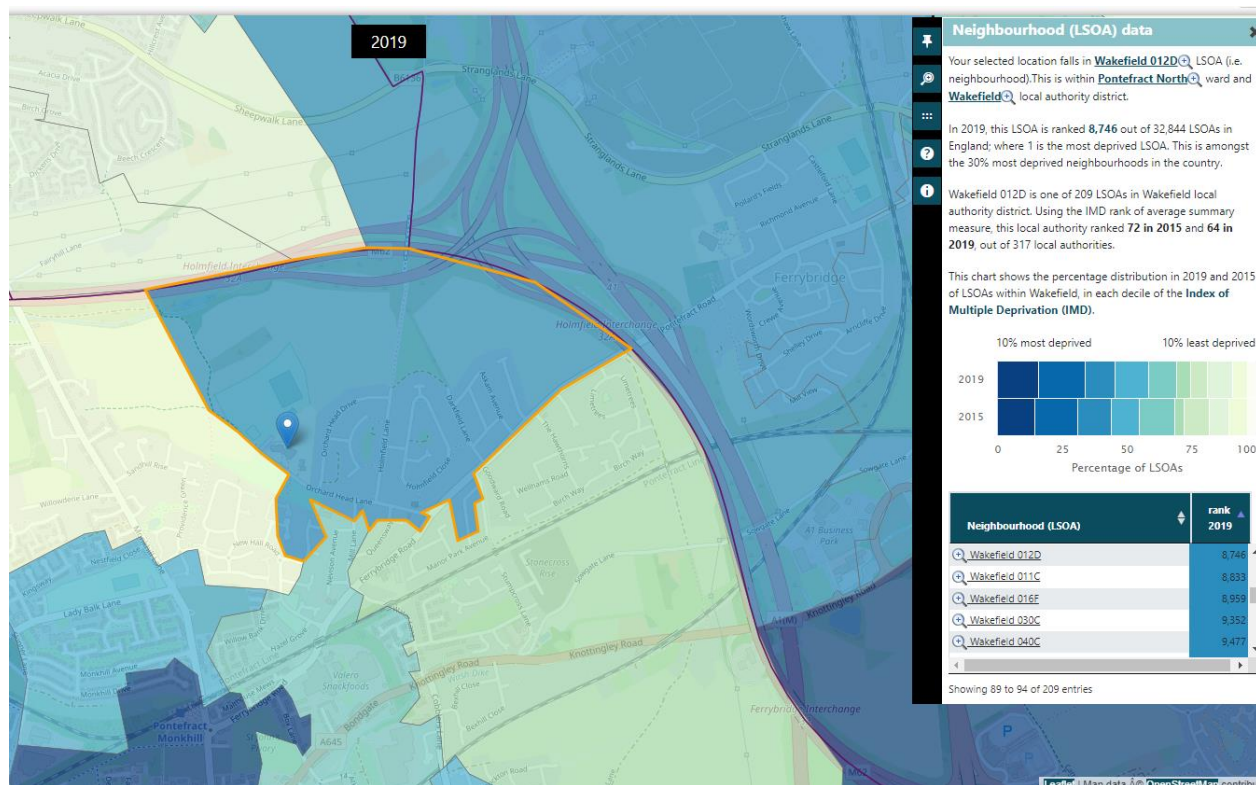
Disadv.	Disadvantaged	15	44%	69%			73%
	All others	32	85%	84%			84%
	<i>Gap</i>	-	41%	15%			11%
Disadv.	Disadvantaged	15	33%	69%			87%
	All others	32	81%	94%			94%
	<i>Gap</i>	-	48%	24%			7%

Attendance / PA – 3-year trend

<u>2019-2020</u>		<u>2020-2021</u>		<u>2021-2022</u>	
Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged
96%	95.13%	97.2%	95.1%	95.4%	91.6%
PA- 3.1%	PA – 12.2%	PA – 5.1%	PA – 10.3%	PA – 11.0%	PA – 27.5%

Further information

Orchard Head Junior, Infants and Nursery School serves of community that consists of a range of levels of deprivation. Linked to this context is a considerable rate of unemployment and safeguarding concerns such as domestic violence and drug abuse. Our approach to supporting our disadvantaged pupils is a whole school approach. In each class throughout school, we find that around 23% of our pupils are disadvantaged and those who are not entitled to additional funding, are still from vulnerable backgrounds. Below indicates the level of deprivation as a community. The arrow dictates the position of the school.



As seen in the image above, taken from the Index of multiple deprivation, Orchard Head sits in the 30% most deprived neighbourhoods in the country.