

Orchard Head J I & N School Pupil Premium Strategy Statement

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 Head J, I & N school
Number of pupils in school	328 including Nursery
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Richard Grogan
Pupil premium lead	Joanna Carr
Governor / Trustee lead	Claire Cooper

Funding overview (2022-23)

Detail	Amount
Pupil premium funding allocation this academic year	£87,300.00
Recovery premium funding allocation this academic year	£8,555.00
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	£95,855.00

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 come 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 <p>Our assessments, discussions and observations have identified social and emotional / self-confidence issues for some disadvantaged pupils.</p>

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 those that are disadvantaged to be closer to their non-disadvantaged peers.

	<ul style="list-style-type: none"> • For PA for those pupils who are disadvantaged to be closer to that of their non-disadvantaged peers.
Priority 4 Children's social, emotional and mental health needs are met by skilled staff in school.	<ul style="list-style-type: none"> • The escalation of mental health issues to a severe level is decreased. • 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.

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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver highly effective CPD to increase the quality of the teaching profile across the school.	<p>Quality first teaching in the classroom has the biggest impact on accelerating progress in students and closing gaps in learning. It is essential that our CPD offer is highly effective.</p> <p>'We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom'. (EEF 2020- 21, The EEF Guide to Supporting School Planning, A Tiered Approach)</p> <p>A study published by the Education Policy Institute (Fletcher-Wood & Zuccollo, 2020) concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher.</p>	1
Use of instructional coaching to develop teachers' expertise in the classroom.	Instructional coaching is the best tool educators have in improving teaching quality. The one-to-one conversation focuses on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coachee through questioning, active listening, role play and appropriate challenge in a supportive and encouraging climate.	1

	'In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD'. (Ambition Institute)	
Recruitment and retention of outstanding teachers and leaders to ensure disadvantaged pupils receive a high quality of education.	<p>"Every day, teachers get the chance to inspire children and young people, shaping thousands of lives. But the growing number of students means we need to attract even more people into the profession, and then make sure they are supported to not just stay, but to thrive". (DfE Teacher Recruitment and Retention Strategy, January 2019).</p> <p>Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient to a successful school and should rightly be the top priority for pupil premium spending, (EEF research 2019).</p>	1
Developing metacognitive and self-regulation skills.	<p>Developing metacognitive and self-regulation skills in all pupils to enable them to become independent learners who 'know and remember more' curriculum knowledge.</p> <p>Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	1
<i>NFER Assessment materials for all year groups</i>	<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>The development of the coaching model and projects taken as part of the NPQ programmes will support staff in ensuring that provision in the classroom meets the needs of all pupils.</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>	1
To support the delivery of phonics using RWI	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. This will include professional	1, 2

	<p>development and support from RWI accredited representatives.</p> <p>Embed the use of the reading initiative RWI to ensure disadvantaged pupils have their barriers to reading 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. In KS2 there are socially deprived families who are supported by additional services (13 pupils, 20%). These pupils are less likely to have the breadth of vocabulary required in KS2. This intervention is designed to ensure pupils are age related readers and leave school in line with their peers.</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>	
<i>To support fostering a love of reading in school.</i>	<p>Some of our disadvantaged children have limited (or no) access to books outside of school. We have Accelerated Reader in KS2 and our children 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>	1, 2
Lyfta	<p>EEF research and evidence provided by Renaissance Learning shows that Digital Technology approaches have the most impact on improving outcomes for disadvantaged students, particularly with regards to reading and improving Maths skill. These will also support home learning.</p> <p>Using Digital Technology to Improve Learning: Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	1, 2
Staff CPD Whole School SLA Support from SALT	<p>To provide support to class teachers and learning support assistants in order to support those pupils with SEND and learners working in the bottom 20% of attainers with quality first class teaching. Higher proportions in each year group for those with additional needs and those who are not working at age related standards are disadvantaged.</p>	2

	Ensure that classroom provision meets the needs of all learners. Embedding dialogic teaching across school. This will include professional development, incremental coaching and teacher release time working with external expertise.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £31,363

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND support Teacher led intervention for disadvantaged pupils with SEND.	<p>The EEF Special Education Needs in Mainstream Schools guidance report recommends that schools should understand the needs of students, and that they should complement high quality teaching with targeted interventions.</p> <p>Small group / one-to-one intervention with LSA/Teacher for disadvantaged children not making expected progress in reading, writing and maths across school from EYFS to Year 6.</p> <p>To ensure that pupils who require additional support with emotional health and wellbeing have access to licensed practitioners (EP/ CIAT / SALT) and qualified ELSA practitioner.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2, 4
National Tutoring Programme tuition.	<p>Third Space learning is a well-established intervention in our school and has a track record of accelerating pupil progress in Mathematics.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1
Music SLA	<p>Access to music services a priority for those that are disadvantaged.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	4

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

Budgeted cost: £19,492

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor (pastoral, wellbeing, behavioural and attendance support)	<p>To have in place a staffing structure with roles and responsibilities that promotes consistency in carrying out pastoral, behavioural and attendance support to disadvantaged pupils and families.</p> <p>National research illustrates that children with lower attendance do not perform as well within examinations as students with a higher overall attendance percentage. Students who are not attending are at higher risk of harm as we are unable to monitor their wellbeing and ensure we are safeguarding them effectively.</p> <p>Tracking and monitoring attendance allows key stake holders to identify patterns and attendance issues early allowing action to be taken to address the issues in a timely manner.</p> <p>Attendance: Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Behaviour: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3, 4
Provide pupils with cultural capital experiences	<p>To provide disadvantaged pupils with cultural capital experiences via assemblies, deeper learning days, cocurricular, student leadership, visiting speakers and trips.</p> <p>The term 'character', means a set of attitudes, skills and behaviours. An extensive co-curricular can help develop self-control, confidence, social skills, motivation and resilience. Character is thought to underpin success in school and beyond.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	3, 4

<i>Breakfast Club</i>	<p>To ensure that attendance of those that are disadvantaged does not fall below national and to reduce those that are at PA.</p> <p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p>	1, 3, 4
<i>Uniform allowance</i>	<p>To ensure that those that are disadvantaged have access to a full school uniform.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	3, 4

Total budgeted cost: £95,855.00

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 our pupils receive a personalised curriculum where required to ensure any gaps or misconceptions are swiftly addressed.

Whole School Data

School						
22/23 Cohort	18/19	19/20	20/21	21/22	22/23	

Phonics

Disadv.	Disadvantaged	6	71%			75%	83%
	All others	36	89%			83%	89%
	Gap	-	18%			8%	6%

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

Disadv.	Disadvantaged	4	55%			55%	50%
	All others	40	59%			67%	75%
	Gap	-	4%			12%	25%

Disadv.	Disadvantaged	4	64%			55%	75%
	All others	40	71%			76%	83%
	Gap	-	7%			21%	8%

Disadv.	Disadvantaged	4	55%			55%	50%
	All others	40	71%			73%	78%
	Gap	-	16%			18%	28%

Disadv.	Disadvantaged	4	73%			64%	50%
	All others	40	71%			79%	83%
	Gap	-	-2%			15%	33%

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

Disadv.	Disadvantaged	15	69%			71%	53%
	All others	29	81%			85%	69%
	Gap	-	11%			13%	16%

Disadv.	Disadvantaged	15	69%			86%	67%
	All others	29	87%			91%	72%
	Gap	-	18%			5%	6%

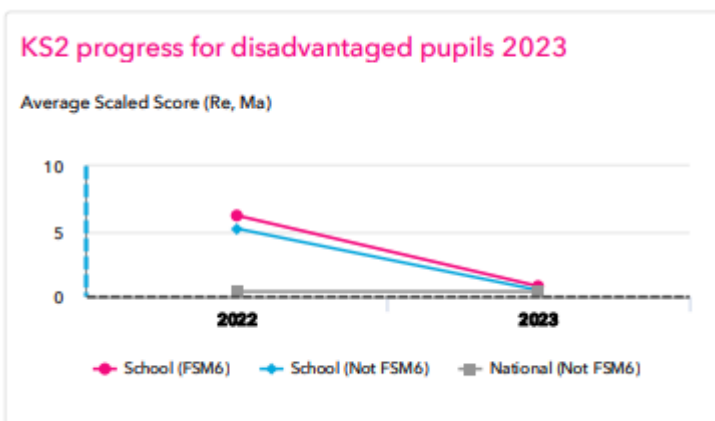
Disadv.	Disadvantaged	15	-0.8			4.0	0.0
	All others	29	-1.5			2.7	2.4
	Gap	-	-0.7			-1.3	2.4

Disadv.	Disadvantaged	15	69%			86%	80%
	All others	29	94%			94%	90%
	Gap	-	24%			8%	10%

Attendance / PA – 3-year trend

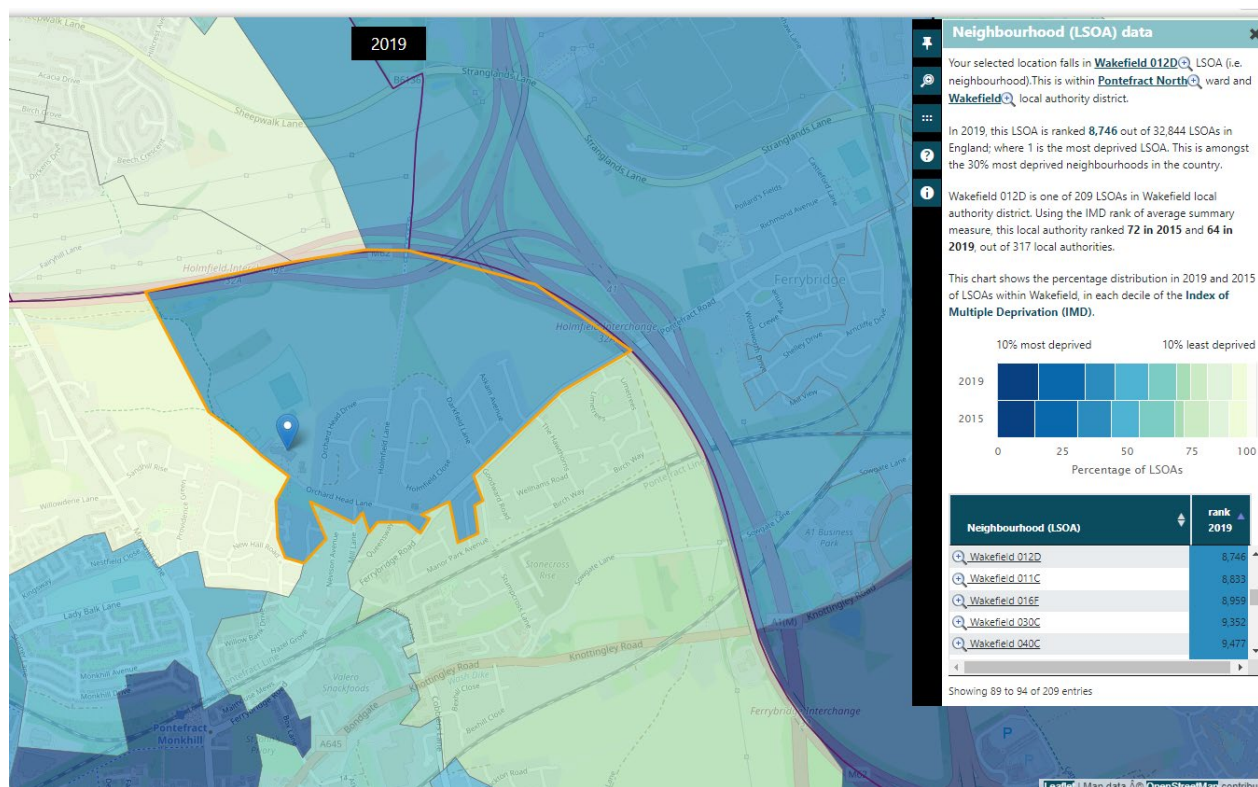
<u>2020-2021</u>		<u>2021-2022</u>		<u>2022-2023</u>	
Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged
97.2%	95.1%	95.4%	91.6%	96.1%	90.7%
PA – 5.1%	PA – 10.3%	PA – 11.0%	PA – 27.5%	PA – 4.8%	PA – 29.0%

Progress for disadvantaged pupils remains above national average.



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.