

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 | 361 (including Nursery) |
| Proportion (%) of pupil premium eligible pupils | 22% |
| Academic year/years that our current pupil premium strategy plan covers | 2024 - 2027 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Mr R Grogan |
| Pupil premium lead | Mrs M Stubbs |
| Governor / Trustee lead | Mr S Dyson |

Funding overview

| Detail | Amount |
|---|------------|
| Pupil premium funding allocation this academic year | £79,920.00 |
| 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 | £79,920.00 |

Part A: Pupil premium strategy plan

Statement of intent

We strive to ensure all our pupils become successful learners who flourish and achieve at Orchard Head. Our aim is to deliver a first-class education to all students so that they make outstanding progress and get the chances in life they deserve. We believe that a first-class education is empowering, it brings choice, it brings freedom, and it levels the playing field. This is especially true for those students for whom the school receives Pupil Premium funding.

We intend to use the funding to provide the best quality of education in the classroom alongside exemplary student support to ensure that students can overcome barriers to success, and fully access and embrace an education that will transform their lives and open doors of opportunity.

Our ultimate objectives are:

- For all disadvantaged students to achieve high attainment across the curriculum, particularly in early reading, phonics and at the end of key stage 2 assessments.
- For all disadvantaged students in school to meet or exceed nationally expected progress rates.
- For all disadvantaged students to access an ambitious and knowledge rich curriculum that develops personal and social skills, confidence in learning and cultural capital so that they become well-rounded individuals who achieve their ambitions and flourish in life.

Our Approach:

- Is underpinned by one of our Trust's guiding principles, 'Achievement without excuses'.
- Takes into consideration that each of pupil premium students faces varying degrees of academic and pastoral challenge. Consequently, our approach is to understand these potential barriers to learning to enable students from disadvantaged backgrounds to achieve as well as all students.
- Is responsive to individual and common challenges to learning for disadvantaged students: 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. These factors add to the complexity of each child and their family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Key Principles

Our key principles are aligned with our whole school curriculum intent and improvement strategy and follow the guidance from the Education Endowment Foundation (EEF):

- Evidence informed approach (EEF Guide to the Pupil Premium) three tiered model – teaching, targeted academic support and wider strategies.
- 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.
- Ensure that teaching staff are involved in robust analysis of data and identification of the barriers to pupils' learning. Ensuring teachers are fully aware of strategies required to enable all children succeed.
- Pupil premium funding allocated following a needs analysis which will identify priority classes, groups or individuals.
- Provide an effective allocation of funding so that disadvantaged pupils receive enriched, broad and exciting experiences that enhance the curriculum and develop pupils' culture 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 Improved progress in reading and writing and mathematics. | To achieve national average progress scores in reading, writing and mathematics at the end of KS1 and KS2. |
| Priority 2 Improvement in speech and language development of disadvantaged pupils. | To meet Trust agreed targets for GLD, Phonic Screening check and KS2. Data tracking shows an upward trend. Speech and language targets met by individual pupils. |
| Priority 3 Improved overall attendance and reduced persistent absence. | Attendance for all pupils to be 97%. Attendance for those that are disadvantaged to be in line (or better) than national counterparts. For PA to be no higher than 10% whole school. For PA to be to be in line (or better) than national counterparts |
| Priority 4 Improved emotional based strategies and reduction in reported behavioural incidents. | Number of children receiving red cards is reduced. Number of referrals to EPS reduced due to early intervention. |

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: £34,000

| 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. | <p>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.</p> <p>‘In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD’. (Ambition Institute)</p> | 1 |
| 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 | <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. This will include professional 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> | 1, 2 |

| | | |
|---|--|------|
| | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy | |
| To support fostering a love of reading in school. | <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> <p>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.</p> | 2 |

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

Budgeted cost: £22,920

| 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 |
| 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: £23,000

| 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 |
| Uniform allowance | <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: £79,920.00

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 2023 to 2024 academic year.

GLD

Reception: Percentage of pupils meeting the threshold 2023-24.

| | Orchard Head | National Average |
|----------------------|--------------|------------------|
| All pupils | 83% | 67.7% |
| Disadvantaged pupils | 66% | *63.9% |

**IDACI decile 3*

Phonics

Year 1: Percentage of pupils meeting the threshold 2023-24.

| | Orchard Head | National Average |
|----------------------|--------------|------------------|
| All pupils | 82% | 80% |
| Disadvantaged pupils | 60% | 68% |

Key Stage 2

Percentage of pupils who achieved expected standard and above in reading, writing and mathematics.

| RWM Combined | Orchard Head | National Average |
|----------------------|---------------------|-------------------------|
| All pupils | 88% | 61% |
| Disadvantaged pupils | 77% | 45% |

| Reading | Orchard Head | National Average |
|----------------------|---------------------|-------------------------|
| All pupils | 93% | 74% |
| Disadvantaged pupils | 85% | 62% |

| Writing | Orchard Head | National Average |
|----------------------|---------------------|-------------------------|
| All pupils | 88% | 72% |
| Disadvantaged pupils | 77% | 58% |

| Mathematics | Orchard Head | National Average |
|----------------------|---------------------|-------------------------|
| All pupils | 95% | 73% |
| Disadvantaged pupils | 92% | 59% |

Attendance and Persistence Absence continues to be below national averages.

| 2023-24 Attendance Data | | | | |
|-------------------------|----------|---------------|--------------|---------------|
| | National | | Orchard Head | |
| | All | Disadvantaged | All | Disadvantaged |
| Attendance | 94.3% | 91.8% | 95.2% | 92.2% |
| PA | *14.7% | - | 11.5% | 23.3% |

**Autumn and spring term 2023/24 comparison data*

Further information

Orchard Head Junior, Infants and Nursery School serves a 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 15% 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.

