

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	The Orchard
Number of pupils in school	259
Proportion (%) of pupil premium eligible pupils	6 children (2.32%)
Academic year/years that our current pupil premium strategy plan covers	2022- 2023
Date this statement was published	1 <sup>st</sup> November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Sally Cary
Pupil premium lead	Chloe Turi
Governor lead	Mark Waters

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12410
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£12410

# Part A: Pupil premium strategy plan

## Statement of intent

***Our intention at The Orchard is that all pupils, irrespective of their background or the challenges they face, make excellent progress from their individual starting points. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those who are already high attainers. Quality first teaching of the highest standard is at the heart of our ethos at The Orchard. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time benefits all pupils in our school.***

***We want to improve progress and raise the attainment of disadvantaged children in line with our whole school priorities.***

***(School Improvement Plan 2022-23)***

- Improve pupil's mastery of knowledge, skills and vocabulary across the curriculum*
- Strengthen reading and phonics skills through structured and targeted intervention*
- Ensure high attendance rates across the year*
- Continue to build pupil's emotional literacy and resilience; to support positive mental health*

*In order that our strategies are successful and effective we will:*

- Ensure that disadvantaged children are challenged, at their level, in the work that they are set*
- Act early to intervene at the point where need is identified*
- Adopt a whole school approach in which **all** staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Weaker phonic knowledge and early reading attainment – pupil's starting points are behind their peers at baseline
2	Weaker vocabulary, speech and language skills – pupils may have difficulty communicating their needs and ideas
3	Emotional regulation that can affect learning behaviours and disrupt their progress.

4	Weaker Social Skills – finding peer and adult interaction and relationships more challenging to navigate. Difficult home environments or adverse early childhood experiences can impact on their self-esteem.
5	Weaker physical skills – pupils may be behind with securing essential fine and gross motor skills
6	Poor attendance and punctuality resulting in missed learning and social opportunities in school.

## 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
1. Children will have improved early reading skills.	Pupils will recognise and blend known sounds (Phase 2,3 and 5 as appropriate) to read fully decodable texts that are accurately matched to their level of attainment. Pupils will be able to answer simple comprehension questions and comment on the key features of a text.
2. Children will speak confidently in full sentences when talking about their learning and when communicating their needs.	Pupils will recall and apply subject and topic specific vocabulary when speaking about their learning and when responding to a question. They will demonstrate an understanding of what these words mean and retrieve them across a sequence of lessons.
3. Children will be able to regulate their emotions more successfully.	Children will be able to describe how they feel, explain why and begin to take responsibility for applying self-soothing strategies – they may refer to the zones of regulation when doing this. The adults who know the child will report improved ability to self-regulate and a reduction in negative emotion e.g anxiety. This will be evident in improved attention and focus in the classroom.
4. Children will be able to work and play successfully with a range of children.	Staff, parents and children will report increase success in managing friendships and playtime. Pupils will be confident to initiate games and participate in group activities for sustained periods. This will improve pupils' sense of well-being and confidence. Children will talk about school in a positive way and be observed engaging in play with peers during playtimes.

<p>5. Children will be able to enjoy and access a greater range of activities outside of school hours and benefit from additional extra-curricular experiences and opportunities in school.</p>	<p>PP pupils will have priority access to breakfast and after school club sessions. Places can be funded or part funded for after school or holiday time Playball – the coaches will report that children are engaged and motivated by the activities. Pupil’s learning experiences will be enriched by the addition of visitors and trips to topic related venues.</p>
<p>6. Children will demonstrate consistently improved (or high if not an area of need) rates of attendance and punctuality.</p>	<p>PP pupils attendance rates will be at least 90% and above. Those children who are persistently late, will show a reduction in their number of late arrivals. Children will attend school every day unless they have a medical or otherwise agreed reason not to be in.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Literacy Resources: Renewal of Little Wandle = **£1250**

Technology resources: I pads and educational apps = **£1250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><i>Continued CPD for all staff on areas of whole school improvement, including:</i></b></p> <ul style="list-style-type: none"> <li>- Little Wandle Phonics Programme updates (SEND/Catch up)</li> <li>- Training on recall and retrieval techniques delivered by SLT</li> <li>- EYFS training for staff new to YR team</li> <li>- Continued development of Maths Mastery approach, led by experienced subject leader</li> <li>- Improved technology resources throughout the school (new interactive whiteboards and tablets)</li> </ul>	<p>Little Wandle embedded after full academic year of implementation 2021-2022. Staff feel more confident in delivering both the phonics and reading components. ALL children are given fully decodable books, matched to their reading ability – these ensure independent success and boost motivation. The money spent on a brand-new scheme of corresponding LW books has had a very positive impact on the quality of reading material that children are exposed to in the early stages. Current feedback in school is that children are responding well to the new scheme and making very good progress.</p> <p>Whole school consistency in our approach to recall and retrieval (with a focus on subject specific vocabulary) is already paying off – children are making progress in securing ‘banks of knowledge’ for each learning topic.</p>	<p>1 and 2</p>

<p>to ensure high quality presentation of learning. - Subject leaders having dedicated time to evaluate, monitor and refine whole school curriculum progression</p> <p><b><i>SRC staff training on SEND specific areas of need that support the improvement of provision for all pupils (visual impairment, OT, speech and language)</i></b></p>	<p>New IT/technology means greater opportunity for all pupils (including those who are disadvantaged) to vary and improve their access to learning across the curriculum. Those pupils with SEND use technology to build their ability to work more independently.</p> <p>Dedicated leadership time and staff meetings allow subject leaders to strengthen and improve their vision for how and what they want pupils to learn.</p> <p>Staff are motivated and knowledgeable in the areas in which they deliver support. They continue to build accurate and detailed learning profiles of the children they work with so that continual micro-steps of progress are made.</p>	<p>1 and 2</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

2 afternoons of Catch up cover with AHT: **£7, 435**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><i>Chloe Turi (AHT) to provide 2X weekly small group (1:4) teaching support for phonics and reading support in year one.</i></b></p>	<p>Last year this was an effective catch up provision. Research evidence shows catch up intervention is most effective when delivered by experienced teachers.</p>	<p>1 and 2</p>
<p><b><i>Sally Cary (HT) to provide 2 x weekly small group/1:1 additional reading support, targeted at those children identified as having most significant gaps – priority given to any disadvantaged pupils in this group.</i></b></p>	<p>Last year, similar SLT led catch up was successful in improving reading attainment in Year 2. Termly phonics assessment showed positive impact on individual progress rates.</p>	<p>1 and 2</p>
<p><b><i>Centre LSA staff delivery of 1:1 speech and language therapy, as directed by experienced specialist colleagues.</i></b></p>	<p>Through annual review meetings, parental feedback and termly monitoring, evidence demonstrates that this very specific and focused intervention supports excellent progress with speech and communication.</p>	<p>1,2,3 and 4 (improved language and communication impacts on children's self-esteem, confidence to</p>

		interact with peers and to form friendships)
<b><i>Purchasing of equipment and resources for our SRC and wider SEND pupil cohort that supports in improving very specific learning needs</i></b>	Disadvantaged pupils (particularly those with SEND) are given priority in making effective use of targeted and well-matched learning resources. This ensures that support can be specific and needs led – improving progress rates.	1,2, 3 and 4

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

Budgeted cost:

School Assistant - Attendance monitoring and reporting (2 afternoons per half term): **£99**

ELSAs £ 21 (1 afternoon per week x38 weeks = £798 x 2 ELSAs) = **1596**

Family Support Worker: 20% of her time (Total cost= £3900) = **£780**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b><i>Closely monitor attendance of all groups including PP children</i></b>	Previous cases demonstrate that when individual follow up with parents is consistent, the attendance improves. Identifying 'barrier' factors with families and working collaboratively to find ways that we can best support them.  Our rates of attendance have been consistently good due to regular attendance monitoring and feedback.	1,2 and 6. Progress in reading will be influenced by good, regular attendance and daily access to additional intervention
<b><i>ELSA intervention support for children with weaker emotional regulation and anxiety</i></b>	Our Case Studies demonstrate that this support is effective and improves children's sense of well-being and the repertoire of strategies and vocabulary they have to talk about and regulate emotions. Parental feedback also supports this. *PP pupils with need are always given priority.	3 and 4
<b><i>Family Support Worker: Teresa Doe to liaise with, support and sign post families to the right help</i></b>	Identified vulnerable and disadvantaged families that work with our FSW have been able to gain improved access to local support (financial, emotional and parenting) She is able to build connections that are sustained - dedicated half day per week allows regular communication with PP Lead and Headteacher.	3,4, 5 and 6
<b><i>Priority access and funding for wraparound care.</i></b>	We know from parent feedback that access to breakfast and after school club can provide real support. Staff report that children gain from the social experience and for the calmer and consistent start and end to the school day.	4 and 5

<b><i>Funding support for curriculum enhancing visitors and trips.</i></b>	Disadvantaged pupils may have reduced access to cultural and educational outlets outside of school. Observation and evaluation show that trip and visitor experiences bring joy, greater interest and improved recall of learning.	5
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**Total budgeted cost: £12,410**

## 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.

#### **Overall Data Summary for academic year 2021-22:**

GLD and Phonics Screening	School %	National %
GLD (end of YR)	81	71.8
Phonics Check	School % (2022)	National % (2019)
Year 1	85	82
Year 2	99	91

End of KS1 Data 21/22	% pupils at Expected Standard and above		% pupils at Greater Depth	
	School	National	School	National
Reading	87 (83)	75	34 (47)	25
Writing	80 (73)	69	17 (28)	15
Maths	84 (77)	76	24 (34)	22
RWM	78 (70)	65	16 (23)	11.2

**Attendance – 95.8% year end 2021/22**

#### **Review of Outcomes for 2021-2022:**

**Early Reading and Phonics:** Evidenced in improved reading attainment, with more pupils being able to independently read fully decodable texts matched to their phonic ability. Daily, high-quality phonics delivered from YR. Following initial CPD and training on the Little Wandle Programme, staff feel confident delivering phonics with the corresponding materials and resources. Reading practice has been improved – all children have three targeted, small group reading sessions with discreet focus on decoding, comprehension and prosody. Those children who require additional support read daily with an LSA and have an extra 1:1 opportunity with their class teacher too. Assessments are timely, feed directly into planning, are shared with parents and inform pupils' next steps.



**Attendance of disadvantaged pupils:** Where concern over attendance was identified and support put in place, rates improved over the year. A successful focus on family engagement and effective use of our FSW promoted open and supportive communication with families. Individual signposting and encouragement to access external support systems e.g Parenting Puzzle course, also helped.

**Development of Speech and Language skills:** Through observation, teacher assessment and tracking of pupil progress, we were able to identify those pupils who made improvements in their speech and language. For those with EHCP and specific SEND, daily speech and language therapy had a significant and positive impact on their confidence to communicate in more sentence like structures. In more general terms, the whole school move towards a 'key vocabulary' emphasis in foundation subjects means more children are using and applying the words they are learning – this will be an ongoing focus for next academic year. The Low Coin SLCN Centre (Pine Class) continues to provide specialist support and outreach and the school benefits as a whole from the direct access we have to experienced SALT colleagues.

**Emotional literacy (social skills and emotional regulation):** Following the COVID-19 Pandemic and subsequent periods of home schooling, the decision to prioritise pupils' mental health and well-being has ensured that all children have been supported in building and maintaining resilience and emotional regulation skills. Our school ELSA continues to support those pupils most in need and will increase her availability into next year (priority given to our disadvantaged learners) Pupils identified as struggling with self-esteem and social confidence continue to be monitored and where specific need has been identified, they are given access to social skills intervention groups or equivalent support. The school was inspected by Ofsted in March 2022 and graded 'Outstanding' for Behaviour and Attitudes – this is testament to the way in which our school promotes both the social and academic components of learning.