

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	The Orchard
Number of pupils in school	262
Proportion (%) of pupil premium eligible pupils	7children (3%)
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	30 th October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Sally Cary
Pupil premium lead	Chloe Turi
Governor lead	Sarah Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,030
Recovery premium funding allocation this academic year	£0
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	£13,030

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 2023-24)

- To ensure all pupils make progress from their starting points by developing and implementing an **Inclusion Charter** which outlines adaptive teaching strategies that will consistently be implemented in every lesson
- To close the gap in writing (as compared to reading) by establishing, teaching and monitoring **clear expectations for handwriting** in each year group
- To develop the foundation curriculum further by establishing **connections between the EYFS curriculum and KS1 curriculum** and beyond through vocabulary, stories, poems, songs and rhymes
- To implement a **new assessment tool** across the school (SONAR) in order track pupil progress and attainment and identify needs and areas of success more effectively
- To develop the **role of the subject leader** so they are empowered to drive forward whole school improvements through effective monitoring and evaluation
- Develop the quality and use of **pupils' spoken language** through high quality, meaningful interactions and talk across the EYFS environment
- To improve **phonic outcomes** from the previous year outcomes in each year group (On Entry Assessment for Reception (90%), Year 1 (90%) Year 2 (92%))

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.

Challenge number	Detail of challenge
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.
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.	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.
6. Children will demonstrate consistently improved (or high if not an area of need) rates of attendance and punctuality.	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.

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**

Book resources to match the scheme = **£712**

Jigsaw PHSE scheme introduced - £1250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continued CPD for all staff on areas of whole school improvement, including:</i>	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	1 and 2

<p>Little Wandle Phonics Programme updates (SEND/Catch up)</p> <p>Training on adaptive teaching strategies and the development of The Orchard Inclusion charter</p> <p>Continued development of Maths Mastery approach, led by experienced subject leader</p> <p>Additional matched book resources to send home for reading with parents</p> <p>Training on high quality verbal interactions and communication skills</p> <p>Subject leaders having dedicated time to evaluate, monitor and refine whole school curriculum progression</p> <p>Jigsaw PSHE curriculum support the children using a mindfulness approach. Staff training and matching resources</p>	<p>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 respond well to the new scheme and making very good progress – additional book resources are required to match quality of reading at home to that at school.</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>Children will have books to take home (rather than the e-books) that are accurately matched to their phonics ability</p> <p>Staff to be trained on the SHREC technique and are monitoring the frequency and impact of quality interactions between staff and pupils</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>Children will make good progress in all aspects of PSHE & RSE. They will be able to use appropriate vocabulary to talk about their feelings, learn strategies</p>	
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	on how to manage them and know how to keep their minds and bodies healthy.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

3 LSAs to deliver Literacy for all interventions (2.5 hours a week) = **£3385**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>LSA staff delivery of Literacy for all intervention - daily</i>	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.	1,2,3 and 4 (improved language and communication impacts on children's self-esteem, confidence to interact with peers and to form friendships)

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

Budgeted cost:

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

£479

ELSAs x 2 = **£1354**

Family Support Worker: 650 x 6 = **£3900**

Wrap around care and sports clubs = **£700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Closely monitor attendance of all groups including PP children</i>	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

<p><i>ELSA intervention support for children with weaker emotional regulation and anxiety</i></p>	<p>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.</p>	<p>3 and 4</p>
<p><i>Family Support Worker: Teresa Doe to liaise with, support and sign post families to the right help</i></p>	<p>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.</p>	<p>3,4, 5 and 6</p>
<p><i>Priority access and funding for wraparound care.</i></p>	<p>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.</p>	<p>4 and 5</p>
<p><i>Funding support for curriculum enhancing visitors and trips.</i></p>	<p>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.</p>	<p>5</p>

Total budgeted cost: £13,030

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 2022 to 2023 academic year.

Overall Data Summary for academic year 2022-23:

GLD and Phonics Screening	School %	National %
GLD (end of YR)	87	?
Phonics Check	School % (2023)	National % (2022)
Year 1	85	
Year 2	91	

End of KS1 Data 21/22	% pupils at Expected Standard and above		% pupils at Greater Depth	
	School	National	School	National
Reading	86		43	
Writing	83		24	
Maths	89		36	
RWM	80		20	

Attendance – 95.8% year end 2022/23

Review of Outcomes for 2022-2023:

1. Children will have improved early reading skills.

90% of pupils in EYFS achieved word reading early learning goal and an increased number of pupils achieved GLD. The Little Wandle Phonics programme is fully embedded across the school. Regular assessments inform the use of targeted intervention. Case study examples of disadvantages pupils indicate good or better progress than their peers.

<p>2. Children will speak confidently in full sentences when talking about their learning and when communicating their needs.</p>	<p>There has been an increased focus on key vocabulary. Observational evidence indicate that pupils are confidently using these in the talk and writing. Pupils will SEN/D have increased access to learning through pre-teaching of vocabulary. Teachers model speaking in sentences and children reciprocate appropriately.</p>
<p>3. Children will be able to regulate their emotions more successfully.</p>	<p>Pupils with complex SEMH needs made good progress in managing and regulating their emotions and learning behaviours. Where needed, staff supported and scaffolded pupils in reducing anxiety and as a result there was a reduction in significant dysregulated incidents.</p>
<p>4. Children will be able to work and play successfully with a range of children.</p>	<p>Behaviour and attitudes of children continue to be outstanding across the school. The focus on kindness is reflected in pupils' behaviour towards each other. Pupil surveys throughout the year indicate the pupils are safe, happy and enjoy school. Playground incidents are minimal and resolved quickly.</p>
<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 children have had access to both Breakfast and after school club and this has led to improved attendance and engagement from pupils and parents. There is a wider range of clubs available at the school which pupils of all ages can access. All PP children enjoyed engaging with school visits and workshops.</p>
<p>6. Children will demonstrate consistently improved (or high if not an area of need) rates of attendance and punctuality.</p>	<p>PP attendance was 90.7% with only 1.7% unauthorised. Parents responded positively to the support given by school to help improve attendance and punctuality. Persistent lateness decreased through the actions of parent meetings, reminders and positive relationships and family engagement.</p>