

## 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	271
Proportion (%) of pupil premium eligible pupils	7 children (2.5%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021- 2024
Date this statement was published	4 <sup>th</sup> October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Carol Rusby
Pupil premium lead	Chloe Turi
Governor lead	Mark Waters

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,070
Recovery premium funding allocation this academic year	£8,900
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	£18,970

# Part A: Pupil premium strategy plan

## Statement of intent

***We want to improve progress and raise the attainment of disadvantaged children in particular in their phonics and reading attainment***

***Key Whole School Priorities (School Improvement Plan 2021-22)***

- *Raise attainment and improve progress in phonics*
- *Strengthen reading across the curriculum: developing vocabulary and reading in every lesson*
- *Improve the teaching of foundation subjects- ensuring key knowledge and vocabulary is taught systematically*

***Individual Priorities:*** *To ensure all disadvantaged children receive the support they require to make excellent progress from their starting points and achieve age related expectations in phonics and reading. To ensure other individual needs (Eg emotional regulation, extra- curricular enrichment, attendance) are met; This may include out of school care, ELSA support, support for families via our Family Support Worker.*

## 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 attainment
2	Weaker vocabulary, speech and language skills
3	Emotional Regulation
4	Weaker Social Skills
5	Weaker physical skills

## 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
Children will have improved phonics knowledge and ability to use phonics in decoding text	Each child will know and be able to apply all phase 5 phonemes and be able to decode books at phase 5 and beyond. Pass phonics check
Children will increase their knowledge of vocabulary which will, in turn improve their reading, understanding and ability across the curriculum	Children will be able to read with greater fluency and at a level commensurate with their peers by the end of key stage one. They will be able to speak in full sentences and able to comprehend what they are learning- evident through their responses in the classroom and in their books
Children will be able to regulate their emotions more successfully	Children will be able to describe and use the zones of regulation. The Child and adults who know the child will report improved ability to self- regulate and a reduction in – eg – anxiety. This will be evident in improved attention and focus in the classroom.
Children will be able to play successfully with a range of children, confident to initiate games and participate for extended periods	Staff, Parents and Children will report increase success in managing friendships and playtime. This will increase their sense of well- being and confidence in school and at home.
Children will be able to enjoy and access a greater range of physical activities outside of school hours	Children will be more physically active and able to describe a greater range of activities which they enjoy

## 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: £ 1250 CPD Little Wandle

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD for all staff to ensure whole class high quality teaching of phonics and knowledge of how to “keep children up” and “catch up”</i>	Reading Framework and revised validation of SSP schemes Little Wandle Letters and Sounds Revised Scheme has been recently validated by the DfE Current feedback in school is that children are responding well to the new scheme and making very good progress.	1

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

Budgeted cost: £ 1216 + 6840 = **£8,056**

**11.30-12.15 daily for SENCO (x1) AHT (x4)**

**2 afternoons of Catch up cover with AHT: £7, 387**

**Little Wandle Letters and Sounds Resources for keep up and catch up: £300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Chloe Turi (AHT) and Anna Barkway Hall (SENCO) to provide 5X weekly 1:1 and small group teaching support for phonics and reading support in year one	Last year, as a result of our catch-up phonics programme children in year two improved from 48% at 32 and above to 88% scoring 32 and above Children in year R and 1 also made strong individual progress as a result of catch up:	1 and 2
Chloe Turi (AHT) and Anna Barkway Hall (SENCO) to provide 5x weekly 1:1 and small	Literacy for all is a year 2 programme for children with poor phonics and reading. Evidenced based programme used in local	1 and 2

group teaching support for <b>“Literacy for all” Programme in year 2</b>	authorities across the country now adopted and tested by Surrey County Council.	
<i>Chloe Turi AHT Provide 2x pms weekly catch up support for identified children in phonics, reading and other needs as are identified during the year.</i>	Last year this was effective catch up as described above. Research evidence shows catch up is most effective when with most experienced teachers	1 and 2
<i>Centre LSA trained in NELI programme to support children in Reception with weak speech and language skills</i>	This is a nationally recognised and tested programme created by Nuffield who are National Specialists in supporting speech and language development. “Nuffield Early Literacy Intervention”	1 and 2

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

Budgeted cost: **£ 99** = 2 days per half term of School Assistant time throughout the year to produce reports and discuss with Head Teacher In addition: daily attendance reporting and monitoring

ELSA £ 21 = 1 afternoon per week of her time x38 weeks: **£798**

Family Support Worker: **£1080** = 20% of her time (3 afternoons total cost= £5400)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Closely monitor attendance of all groups including PP children	When individual follow up with parents the attendance improves. Our rates of attendance have been consistently good due to regular attendance monitoring and feedback	1 and 2. Progress in reading and phonics will be influenced by good, regular attendance
<i>ELSA Jane Denton to provide ELSA to children with weaker emotional regulation and anxiety</i>	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 support this	3
<i>Family Support Worker: Teresa Doe to liaise with, support and sign post families to the right help</i>	Our families who are disadvantaged have had support from Teresa to access more financial support,	3, 4

**Total budgeted cost: £ 18970**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

#### **Impact of Assistant Head Catch up in year R, year 1 and Year 2**

**Year R** – The phonics based catch up programme supported pupils in securing Phase 2 and 3 single letter grapheme – phoneme correspondence (GPCs) and helped to embed early segmenting and blending skills. From their individual baselines, all pupils in the catch-up group increased their number of secure GPCs by at least 10 from March – June 2021. 72% of pupils increased their GPC total by 15 or more and 45% of pupils increased their GPC total by 20 or more. Class teachers reported improved confidence and motivation for letters and sounds activities and increased resilience and independence in their decoding attempts. Those children identified as still having significant gaps in their Phase 3 phonics knowledge continue to be monitored and will be offered the Little Wandle SSP Keep Up support in Year 1.

**Year 1** – The catch-up programme in Year 1 focussed on securing pupil's Phase 3 GPCs and the application of them to blending and decoding. It also enabled pupil's greater exposure to Phase 5 sounds. Class teachers interim and end of term assessments highlighted clearly the improvement in pupil's ability to decode words with Phase 3 sounds. Several children were able to read a greater number of high frequency (tricky words) by sight too. There was also evidence of pupils increasing their Phase 5 GPC knowledge, even if some gaps remained. End of year assessments demonstrated that pupils had correctly read words containing Phase 3 sounds. 53% of catch up group pupils scored 28 or more out of 40 and would be expected to pass the postponed 2021 statutory check in Year 2. Children identified as needing continued support will access 'Literacy for All' in Year 2 (delivered by AHT and SENCO), a research and evidenc based phonics and reading daily support programme.

In Year R, Year 1, and Year 2 pupils eligible for pupil premium funded support attended the phonics catch up programme.

### **Year 2- 48% passed phonics check- Sept 20 88% passed Nov 2020**

In year 2 the focus for catch up including pupil premium children was on phase 5 phonemes. All but one child made very good progress in terms of their phonic scores.

### **Review of Outcomes for 2020-2021**

Please see previous year (2020/21 format) and refer to 'desired outcomes':

- **Reading skills** - A good start was made in further developing our phonics and reading programme, where pupils reading books were matched accurately to their decoding abilities. Throughout the year (and during the online learning period) pupils were exposed to high quality, language rich texts that promoted engagement and enjoyment. Daily phonics teaching was delivered online via pre-recorded videos and for those attending school. Families identified as benefitting from extra support were able to communicate regularly with class teachers and with the wider SLT if and when needed.
- **Speech and Language Skills for SEN/PP pupils** – Our specialist centre was officially confirmed as a SLCN (Speech, Language and Communication Needs) focused provision. Children benefited greatly from the outreach support it offered, including advice from our link SALT and interventions such as Attention Focus. The AHT lead and most experienced LSAs supported pupil's language development through discreet 1:1 target led sessions alongside quality first mainstream and centre based provision.
- **Family Engagement** – Regular, open and approachable communication ensured parents felt supported and could ask for help and advice. Nearly all pupils as identified as benefitting from it, attended school during the lockdown period. This meant that they had access to all of the teaching and learning on offer and weren't missing out because of challenges at home in managing this. Parents/carers were supported in accessing meetings, using phone instead of video where necessary and our HSLW remained in regular contact with families, liaising with school on any learning related barriers that could be eliminated.
- **Zones of Regulation** – Pupils have quickly and confidently made use of the Zones of Regulation. All children including those with complex SEN, are able to identify the different colour zones and refer to the corresponding emotions. Pupils are beginning to understand and apply strategies for 'moving' between zones, most importantly in 'getting back to green'. The consistency of a whole school, whole staff approach has ensured successful integration.
- **PP pupil attendance rates 2020- 2021** Attendance rates overall were 96.19%. During the school closure periods we ensured PP children could attend school and achieved 98.8% attendance.

