



**The Orchard Primary School**

*Nurture Learn Grow*

# **Pupil Premium Grant Report**

**Autumn 2021**

## 1. Summary information

<b>Academic Year</b>	2021 /22	<b>Total PP budget for 20/21</b>	<b>158,600</b>	<b>Date of most recent PP Review</b>	Sept 2020
<b>Total number of pupils</b>	661	<b>Number of pupils eligible for PP</b>	122	<b>Date for next internal review of this strategy</b>	January 2022

## Strategy

We have a focus on assessment and interventions for all pupils and our Pupil Premium pupils are a particular focus group for analysis. We offer the children a range of experiences alongside their learning including subsidised clubs to encourage and support participation, school trips and the Year 6 residential if necessary.

We make a difference and diminish the difference in some areas across the school but the ongoing pandemic and the subsequent lockdowns have had a significant impact of the progress and attainment of all children.

We recognise that the profile of our PPG pupils is dynamic and has changed in recent years. There are some children who would previously have been eligible for FSM / PPG who are now not eligible so our strategy for support does need to take account of the needs of all pupils – including others that we identify as being vulnerable/disadvantaged.

We provide in-class support for our PPG children though Quality First Teaching and additional support from class teachers, support teachers and teaching assistants. We ensure that the Pupil Premium pupils have opportunities given to them to enable them to thrive.

We aim to

- Improve the progress of PPG pupils so the attainment gap closes between our disadvantaged pupils and others nationally.
- Improve the attainment of all pupils including PPG / disadvantaged pupils to be in line with national expectations / data.

## Attainment / data

We are very aware that assessment information has been significantly impacted by the lockdowns. The children have had 2 years where they have missed a term or more of school. Online learning was organised and teachers monitored the engagement with the work provided. Paper packs were also provided for pupils if preferred.

Our current focus and priority is on catch-up for pupils who were previously 'secure' as we have found that there are pupils in this group in every year group

## Pupil Premium progress scores for last academic year

Reading - No statutory assessments in 2021  
 Writing - No statutory assessments in 2021  
 Maths - No statutory assessments in 2021

### Barriers to future attainment

**In-school barriers** – *Our main barrier currently relates to the impact of the pandemic and lockdowns and the need for all children to catch up. But our other identified barriers are:*

<b>A.</b>	Identified gaps in prior learning particularly in English and Maths / progress in KS2 in English and Maths
<b>B.</b>	Poor speech and language skills of some pupils (including EAL needs)
<b>C.</b>	Prior disengagement of some pupils with their learning

### External barriers

<b>D.</b>	Low or inconsistent attendance for pupils eligible for PPG.
<b>E.</b>	Parental engagement - some parents unwilling or unable to support their children's learning

### Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Identified gaps are addressed and met by an effective curriculum, assessment and interventions.	PPG pupils make as much progress as non-PPG pupils across KS2 in Reading and Maths (SDP priorities) measured in teacher assessments, moderation activities and SATS. In some cases PPG pupils make more than expected progress so that their attainment is closer / in line with all pupils both in school and nationally.
<b>B.</b>	Speech and Language skills are improved and enable pupils to have improved access to the curriculum.	Improved progress and attainment – narrowing the gap for identified pupils receiving support
<b>C.</b>	Increased / improved pupil engagement and experiences to enhance learning and give access to a wider curriculum. Improved behaviour of some pupils enables improved engagement.	Pupils are not prevented from taking part in trips, visits and clubs because of cost.
<b>D.</b>	Improved attendance rates for identified PPG pupils in each year group	Reduce the number of pupils with attendance below 90%
<b>E.</b>	Parents able to support pupils at home with English and Maths.	Greater number of parents attending workshops and all children completing home learning tasks.

Planned expenditure					
Academic year – 21/22		£ 162,745 allocated			
The three headings below enable our school to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A,	Dedicated daily TA time (£84,000)	The need for: <ul style="list-style-type: none"> <li>• Daily individual and small group interventions – phonics, reading, maths, writing support.</li> <li>• Small group support in classes to enable children to make progress in English and maths lessons</li> <li>• Social skills groups for identified children / ELSA support</li> <li>• Yr6 transition group for identified children</li> </ul>	<ul style="list-style-type: none"> <li>• Monitored via the provision map</li> <li>• SLT responsible for key areas</li> <li>• Regular monitoring and feedback</li> <li>• Review of system</li> <li>• Whole school strategy</li> <li>•</li> </ul>	SLT/ YO	Termly
A	Assertive mentoring meetings with all pupils (Yr1- Yr6) £10,000	All pupils have the opportunity for discussion about their achievements and future targets. (where they are, where they need to be and how to get there.)	<ul style="list-style-type: none"> <li>• Whole school strategy</li> <li>• SLT responsible for key areas</li> <li>• Regular monitoring and feedback</li> <li>• Review of system</li> </ul>	CH/EE	Termly
A	Additional teacher support in Yr2 (£4000)	To support phonics for those children who did not pass the phonics check in Yr1	<ul style="list-style-type: none"> <li>• Whole school strategy</li> <li>• SLT responsible for key areas</li> <li>• Regular monitoring and feedback</li> <li>• Review of system</li> </ul>	CH/YO	Termly
A,	Termly progress meetings (£8000) Additional meeting for Rec, Yr2, Yr6 (£2000)	To support analysis, planning and target setting for groups in each class	<ul style="list-style-type: none"> <li>• Whole school strategy</li> <li>• SLT responsible for key areas</li> <li>• Regular monitoring and feedback</li> <li>• Review of system</li> </ul>	EE/YO	Termly
A,	Feedback meetings (internal cover)	To allow teachers to meet with identified children more frequently on a 1-1 basis re: learning	<ul style="list-style-type: none"> <li>• Part of whole school strategy</li> <li>• SLT responsible for key areas</li> <li>• Regular monitoring and feedback</li> <li>• Review of system</li> </ul>	CH EE YO	Termly
<b>Total budgeted cost</b>					<b>108,000</b>

## ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	Additional teacher to support writing in Yr6 (£12,600)	To support identified groups of pupils to achieve their targets, make at least expected progress in English and Maths and reach age related expectations (secure) by the end of Yr6.	<ul style="list-style-type: none"> <li>• Part of whole school strategy</li> <li>• SLT responsible for key areas</li> <li>• Regular monitoring and feedback</li> <li>• Review of system</li> </ul>	EE/AC	Termly
A,	1-1 Tuition and small group support (£22,000)	To ensure identified pupils achieve their targets in Maths and English through 1-1 and small group targeted support to reach age related expectations (secure) in Yr6.	<ul style="list-style-type: none"> <li>• Provision monitored and pupils identified each term</li> <li>• Progress meetings</li> </ul>	EE	Termly
B	Commissioned Speech Therapist (£12,000)	Speech therapist working 1 day per week with children, TAs and teachers – including inset for all staff. To support identified pupils to develop language skills in order to access the curriculum	<ul style="list-style-type: none"> <li>• Provision monitored and pupils identified each term</li> <li>• Inclusion / SEN meetings</li> <li>• Progress meetings</li> </ul>	YO	Termly
A, B,	Phoenix counselling service (£7740)	To support vulnerable pupils with social and emotional needs which have an impact on engagement, behaviour, learning and achievement.	<ul style="list-style-type: none"> <li>• Provision monitored and pupils identified each term</li> <li>• Inclusion / SEN meetings</li> <li>• Progress meetings</li> </ul>	YO	Termly
A	1-1 LSA 'mentoring' (£1900)	Regular 1-1 support (daily) for identified pupils with particular behaviour needs	<ul style="list-style-type: none"> <li>• Inclusion / SEN meetings</li> </ul>	YO	
<b>Total budgeted cost</b>					<b>56, 240</b>

### iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, C	Trips and visits subsidy / Extra-curricular club subsidy (£8000)	To enable disadvantaged pupils to have broader experiences including trips and visits across the school. The trips contribute to the curriculum and support learning.	<ul style="list-style-type: none"> <li>• Payments monitored by PD</li> <li>• Discussion with individual parents</li> <li>• Know which vulnerable pupils are accessing clubs and encourage more to take part.</li> </ul>	CH / MGR	Termly
D	Attendance Support Officer (EWO) employed (£3,000)	<ul style="list-style-type: none"> <li>• Absence rates</li> <li>• Number of PPG pupils judged to be persistent absentees.</li> <li>• Gaps in learning for some pupils with poor attendance.</li> <li>• To allow for increased monitoring – children need to 'attend in order to attain' as expected.</li> <li>• Home visits, meetings with parents, support groups for pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring by HT – regular data from Attendance Officer (SW)</li> <li>• Targeting of pupils / families</li> </ul>	CH	Weekly by SW
A, C	Additional EYFS support (£13,000)	To support in the Reception every day and provide additional 1-1 support for vulnerable pupils	<ul style="list-style-type: none"> <li>• Part of whole school strategy</li> <li>• SLT responsible for key areas</li> <li>• Regular monitoring and feedback</li> <li>• Review of system</li> </ul>	YO / SS	Termly
E	Parent workshops (£500 – release time for staff and materials)	To promote reading and maths in Reception, phonics in Yr1, maths in Yr2 and Reading in Yr4 and Yr5.	<ul style="list-style-type: none"> <li>• Part of whole school strategy</li> <li>• SLT responsible for key areas</li> <li>• Regular monitoring and feedback</li> <li>• Review of system</li> </ul>	SLT	Termly
<b>Total budgeted cost</b>					<b>£24,500</b>
<b>Total planned spend</b>					<b>£188,740</b>



<b>ii. Targeted support</b>			
<b>Desired outcome Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria?	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Commissioned Speech and Language therapist to support identified children (£13,650)</p> <ul style="list-style-type: none"> <li>• Support for individual children</li> <li>• Training and support for TAs and class teachers</li> <li>• Resources and materials shared</li> </ul> <p>Dedicated TA time for social skills groups for identified children.</p> <p>Dedicated ELSA support on a regular basis for identified pupils</p> <p>Pupil counselling service commissioned to support identified pupils (£3900)</p>	<p>Please refer to data at the beginning of this report.</p> <ul style="list-style-type: none"> <li>• Data for writing throughout the school shows that pupils' ability to write has improved because of improved speech and language. Evident in improved Yr 6 results for writing.</li> <li>• Pupils identified for the counselling service are now more-able to access the curriculum - less frequent challenges / emotional outbursts.</li> </ul>	<p>Speech and Language support is particularly important for many of the pupils and with TAs having additional training they will be more able to support pupils in the future.</p>	<p>13,650 3900</p> <p>17,550</p>
<b>iii. Other approaches</b>			
<b>Desired outcome Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria?	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>To provide experiences in order to broaden horizons for pupils eligible for FSM (£8000)</p> <ul style="list-style-type: none"> <li>• Opportunities to take part in after school clubs, visits and activities which may incur a cost by subsidising / supporting with payment – trips and clubs</li> <li>• All children are given the opportunity to learn an instrument in Year 3 (violin or viola)</li> </ul>	<p>Please refer to data at the beginning of this report</p> <p>Children approach their learning with enthusiasm and engage with all areas of the curriculum. The children can talk about their learning.</p> <p>Some children choose to continue to learn a musical instrument – violin, viola or cello at school. Some have keyboard lessons outside school following an annual demonstration by a local company.</p>	<p>Children are given the opportunity to experience activities which they may not otherwise have the chance to try e.g. –the afterschool clubs, visits to museums etc..</p>	<p>£8,000</p>

<p>Running workshops for parents to understand the curriculum and how they can support at home.</p> <ul style="list-style-type: none"> <li>• EYFS and KS1 parent workshops to support phonics, reading and maths</li> <li>• Yr 3 &amp; Yr 4 workshops to support reading</li> <li>• Reading diaries developed for home school link for reading to be established and Maintained. (£1000)</li> </ul>	<p>Parent workshops very well attended – parents said that they were very helpful and enabled them to understand what the children were doing at school.</p> <p>Phonics results significantly improved in 2019</p> <p>Reading diaries successfully introduced and used throughout the school - they help to monitor who is reading at home and whether they are reading with parents – this has been very useful as part of discussions at parents evenings (£1600)</p>	<ul style="list-style-type: none"> <li>• Year 1 phonics workshops were more specifically targeted for children at different stages so the information given to parents was more specific in supporting them to move on to the next phase – phonics results in Yr 1 were good and compared well to national data.</li> </ul>	<p>£1,000 £1,600</p> <p>10,600</p>
<b>Total</b>			<b>198,400</b>

### 3. Additional detail

The following documents have supported the school with writing this PPG strategy:

- School self-evaluation
- School development plan
- School monitoring information
- External reports