



**The Orchard Primary School**  
*Nurture Learn Grow*

**Pupil Premium Grant**  
**Report**  
**Autumn 2022**

## 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 Primary School
Number of pupils in school	657
Proportion (%) of pupil premium eligible pupils	18% (115 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022 -2025
Date this statement was published	September 2022
Date on which it will be reviewed	At the end of each academic year
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,000
Recovery premium funding allocation this academic year	£-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£-
<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	£158,000

# Part A: Pupil premium strategy plan

## Statement of intent

At The Orchard Primary School, we have a curriculum that aims to create

- Successful learners
- Confident individuals
- Responsible citizens

We want our children to:

- Have a sense of belonging and pride in being an Orchard Child
- Have a positive attitude to learning and be ambitious to succeed
- Be happy with who they are and be confident of their place in our community and society
- Be able to make the right choices now, in the future and learn from their mistakes
- Be prepared for the 'fast-changing' world and become citizens of tomorrow.
- Achieve academic success
- Be effective communicators with their peers and with adults. This is particularly important for our school as the majority of pupils have English as an additional language

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. Many of our pupils who are eligible for Pupil Premium have additional barriers to learning. We intend that all our pupils, including those from disadvantaged backgrounds, leave the Orchard Primary School having developed all aspects of the Orchard Child alongside academic achievement

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 through 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.

## Challenges

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

Challenge number	Detail of challenge
1. Prior learning needs	Identified gaps in prior learning particularly in English and Maths / progress in KS2 English and Maths. Although overall attainment in Reading, writing and maths across KS1 and KS2 was better than the equivalent attainment at the end of the previous year, overall attainment at Age expected was below national for 2022
2. Communication and interaction	Poor speech and language skills of some pupils (including pupils with EAL needs). Assessments and observations indicate that many pupils have underdeveloped language skills. This is observed and evident from Early Years through to KS2.
3. Attendance and punctuality	Low or inconsistent attendance for pupils eligible for PPG. Regular attendance is a challenge for some of our pupils and although in recent years this has been exacerbated by the pandemic, this is an ongoing concern. In 21 / 22 attendance of pupil premium pupils was lower in all but 1 of the year groups with a difference ranging from 1% to 6%
4. Parental engagement	Some parents are unwilling or unable to support their children's learning. There is a need to develop better readiness for learning as children may not have support for homework / learning. They may not have resources and materials such as books, stationery etc and may also be in an environment where reading is not encouraged or supported (sometimes due to parents poor language skills in English). Some families may also struggle to have internet access or younger pupils have less of an opportunity where there are internet / devices because older siblings are prioritised.
5. Phonics	Our phonics data for 21/22 shows that, in Year 1, a lower proportion of the pupils eligible passed the phonics check compared to other pupils in the year group.
6. Pupil disengagement	Some pupils struggle to engage with learning because of barriers and issues in their home lives.

## 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
Identified gaps are addressed and met by an effective curriculum, assessment and interventions. Disadvantaged pupils make at least expected progress from starting points in reading writing and maths	PPG pupils make as much progress as non-PPG pupils across KS2 in Reading, Writing and Maths as measured in Teacher assessments, moderation activities and SATs.
Speech and language skills are improved and enable pupils to have improved access to the curriculum	Improved spoken language demonstrated for identified PPG pupils along with...improved progress and attainment – narrowing the gap for identified pupils receiving support. Progress to be at least in line with other pupils
Improved attendance rates for identified PPG pupils in each year group	Reduce the number of pupils with attendance below 90% Persistent absence to reduce for disadvantage pupils The attendance gap between disadvantaged and non-disadvantaged pupils is reduced
Parents able to support their children at home with English and maths	Parents able to attend workshops in school (following the pandemic / lockdowns) An improvement in the number of pupils completing homework and reading every day (reading diaries completed)
Implementation of Little Wandle phonics programme shows improved phonics outcomes with an increase in the number of pupils passing the Phonics Screening test in Yr1.	Phonics results in Year1 significantly improved compared to data last year – aim for 93% Reduce the gap between disadvantaged and other pupils to below 9%. Reduce the number of pupils who need to be rechecked at the end of Year2
Increased / improved pupil engagement and experiences to enhance learning and give access to wider opportunities for learning. Improved behaviour of some pupils	Pupils are not prevented for taking part in trips, visits and clubs because of cost. Improved behaviour of some pupils enables greater engagement with learning and improved progress

## 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: £ 106,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated daily TA time	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</li> <li>• Yr6 transition group for identified children</li> </ul>	1,5,2
Assertive mentoring meetings with all pupils (Yr1-Yr6))	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). They have greater ownership of their learning and understand their part in the process (they are less complacent)	1,3,4,5
Additional teacher support in Yr2	To support phonics for those children who did not pass the phonics check in Yr1	1,4,5
Termly Progress meetings Additional meetings for Rec, Yr2, Yr6	To support analysis, planning and target setting for groups in each class. Teachers develop their awareness of the overall outcomes for their class and year group so we can ensure that interventions are appropriately focussed on the correct pupils.	1, 3, 4, 5
Purchase and use Little Wandle phonics scheme - Reception and Year 1. Training for all class based staff including new teachers.	This is a structured phonics scheme based on Letters and Sounds which is on the DfE approved list. It offers a systematic programme which meets all the National Curriculum expectations. Evidence suggests that this programme is very successful and leads to improved literacy outcomes for all pupils. There are particular intervention expectations for pupils who are not making the expected progress.	1, 4, 5

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher to support writing in Yr6	This enables identified groups of pupils to achieve their targets because there is more focussed support of their specific writing needs (these children are working just below age expectations– a greater number of them reach the age expectations at the end of Year 6 following this support)	1
1-1 and small group support	This support is particularly focussed in Year 6 to ensure that identified pupils achieve their targets in Maths and English. These are children who are working below age expectations and need more targeted support.	1
Commissioned Speech Therapist	The Speech therapist works for 1 day each week with children, TAs and teachers. This support is for identified pupils who have been assessed as needing additional support to develop their language needs in order to access the curriculum	2
Use of WellComm toolkit – to be used for children who are falling behind delivered by an trained LSA and all the nursery children	Significant caseload for Speech therapist throughout the school and use of this intervention in the Early Years enables pupils in other year groups to have Speech Therapy support. Delayed language skills lead to underperformance later in life. The WellComm kit enables the quick identification of areas of concern in language communication and interaction development in order to ensure early targeted intervention.	2
NELI (Nuffield Early Language Intervention	Significant caseload for our Speech Therapist throughout the school. Programme for children in Reception which has been found to improve children’s language and early literacy skills	2
Talkboost	We have 2 members of staff trained in this social skills / talk programme for Year 1 and Year 2 children.	2

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

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play therapy - Phoenix Counselling Service	Therapy for pupils with behaviour, wellbeing or mental health needs. This support then enables them to have greater focus on learning in the classroom as they are able to talk about their concerns and worries in these sessions and consider strategies to help them cope in school. it helps children to understand how they are feeling and helps them to express themselves in their own way through play and art materials. For some pupils it means they can explore their thoughts and feelings in a creative way without having to use words to articulate themselves	2
<i>Trips and visits / extra curricular club subsidy</i>	This enables pupils who would not normally be able to participate and have broader experiences such as trips and visits which contribute to the curriculum and support learning.	1, 4, 6
<i>Attendance Support Officer</i>	<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> </ul> <p>The Attendance support officers allows for increased monitoring, home visits, meetings with parents and support for groups of pupils. She is also able to advise and support our attendance officer in school.</p>	3,
<i>Parent workshops</i>	To promote reading and maths and phonics in reception, phonics in Year 1, maths in Year 2. We would also like to run workshops for maths and reading in Year 4 and Year 5.	1, 4, 5
<i>ELSA support</i>	Trained ELSAs work with identified children to support pupils with particular behaviour, wellbeing or mental health needs. This enables children to engage with their learning and have ongoing support.	
<i>Book bags</i>	Every child in Reception to receive a book bag and PPG children in lowers to receive one for free. We want to promote and encourage reading throughout the school.	1, 2,5,6

**Total budgeted cost: £ 177,000**

## 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.

*From internal assessments outcomes in Reading, Writing and Maths were improved when compared to the previous year with some variation in particular year groups. However, attainment in writing in most year groups was lower than expected and this is now a focus for this year. Outcomes for the disadvantaged pupils are not yet in line with non-disadvantaged pupils and we are particularly aware of the need to give additional support to our higher attaining pupils who did not achieve as well last year. Our attendance last year was higher than national figures but the ongoing impact of Covid-19 cannot be ignored as this effected attendance for both staff and pupils. The attendance of disadvantaged pupils was lower than non-disadvantaged pupils. Observations and discussions with pupils show that pupils are happy at school and the targeted support for individual children does make a positive difference.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Lexlore	Lexlore Analytics
Wellcomm	GL Assessment

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A