



# THE ORCHARD PRIMARY SCHOOL



## Pupil Premium Grant

1. Summary information					
Academic Year	2017/2018	Total PP budget	£228,940	Date of most recent PP Review	April 2017
Total number of pupils	700	Number of pupils eligible for PP	173	Date for next internal review of this strategy	December 2017

2. Current attainment - 2017(KS2)			
	All Orchard Pupils	Orchard Pupils eligible for PP (FSMEver 6 2017)	All Pupils Nationally (2017)
% achieving in reading, writing and maths	52%	26%	61%
% achieving at the expected standard or better in reading	57%	38%	71%
% achieving at the expected standard or better in writing	76%	64%	76%
% achieving at the expected standard or better in maths	64%	40%	75%
% achieving at the expected standard or better in GPS	74%	61%	77%
% making progress in reading (- unvalidated)	-1.9	-	0.0
% making progress in writing (- unvalidated)	0.90	-	0.0
% making progress in maths (- unvalidated)	-0.98	-	0.0

3. Current attainment - 2017(KS1)			
	All Orchard Pupils	Orchard Pupils eligible for PP (FSM Ever6 2017)	All Pupils Nationally (2017)
% achieving in reading, writing and maths	66%	60%	64%
% achieving at the expected standard or better in reading	80%	69%	76%
% achieving at the expected standard or better in writing	72%	75%	75%
% achieving at the expected standard or better in maths	82%	75%	73%

% making expected or better progress in reading - EYFS to end of KS1	88%	54%	-
% making better than expected progress in reading -EYFS to end of KS1	30%	15%	-
% making expected or better progress in writing - EYFS to end of KS1	83%	57%	-
% making better than expected progress in writing - EYFS to end of KS1	22%	7%	-
% making expected or better progress in maths - EYFS to end of KS1	89%	62%	-
% making better than expected progress in maths - EYFS to end of KS1	38%	23%	-
<b>4. Current attainment - 2017(EYFS)</b>			
	<i>All Orchard Pupils</i>	<i>Orchard Pupils eligible for FSM (2017)</i>	<i>All Pupils Nationally (2016)</i>
% of children achieving a good level of development	74%	67%	69%
% achieving at the expected standard or better in reading	79%	83%	77%
% achieving at the expected standard or better in writing	76%	83%	73%
% achieving at the expected standard or better in number	80%	83%	79%
% making expected or better progress in reading from beginning of Reception to the end of Reception	94%	100%	-
% making expected or better progress in writing from beginning of Reception to the end of Reception	89%	100%	-
% making expected or better progress in number from beginning of Reception to the end of Reception	96%	75%	-

<b>5. Barriers to future attainment</b>	
<b>In-school barriers</b>	
A.	Identified gaps in prior learning particularly in English and Maths / progress in KS2 in English and Maths
B.	Prior disengagement of some boys with their learning.
C.	Poor speech and language skills of pupils (including EAL needs)
<b>External barriers</b>	
D.	Low or inconsistent attendance for pupils eligible for PPG.
E.	Parental engagement - some parents unwilling or unable to support their children's learning

## 6. 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
<b>B.</b>	Increased / improved pupil engagement and experiences to enhance learning and give access to a wider curriculum	Pupils are not prevented from taking part in trips, visits and clubs because of cost.
<b>C.</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>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.

7. Planned expenditure					
Academic year		£230,400			
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, B	Dedicated daily TA time (£84,000)	<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> </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, B	Assertive mentoring meetings with all pupils (Yr1- Yr6) (£1000 for additional meetings)	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 support teacher day in Yr2 (£7500)	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, B	Termly progress meetings (£7000)	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, B	Feedback meetings (£2000 + 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>£101,500</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 support in Yr6 (£48,000)	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/DR	Termly
A, B	1-1 Tuition and small group support (£28,000)	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>	YO / DR (SLT)	Termly
C	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, C	Phoenix counselling service (£4,600)	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, B, D	'Structured conversations' with some identified parents (2000)	Discussion with parents to clarify targets and barriers to learning, behaviour, attendance, home learning etc. and support parents may need – Year Leads	<ul style="list-style-type: none"> <li>Pupils identified and followed through the year.</li> <li>Progress meetings</li> </ul>	SLT	
A,B	Specific fortnightly small group teacher support – Yr 6 (2000)	Target specific reading support for an identified Yr 6 group	<ul style="list-style-type: none"> <li>Pupils identified and monitored each term</li> <li>Progress meetings</li> </ul>	AHT	
B	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>£98,500</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?
B	Trips and visits subsidy / Extra curricular club subsidy (£8000)	To enable disadvantaged pupils to have broader experiences including trips and visits across the school	<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	Additional EYFS support (£16000)	To support in the Nursery 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 (£1000 – 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	Commissioned Behaviour Support (£2,400)	<ul style="list-style-type: none"> <li>• Support for individual identified vulnerable pupils.</li> <li>• Work with parents</li> <li>• Support and training for staff.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT responsible for key areas</li> <li>• Regular monitoring and feedback</li> <li>• Inclusion/SEN meetings</li> </ul>	CH/YO	Termly
<b>Total budgeted cost</b>					<b>£30,400</b>

8. Review of expenditure			
Previous Academic Year		2016-2017 - £229, 680 allocated	
i. Quality of teaching for all			
Desired outcome Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
<p>To narrow the gap for those pupils not on track to achieve age related expectations at the end of EYFS, KS1 and KS2</p> <p>To support more able children who have targets to exceed age related expectations</p> <p>To ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly progress meetings.</p> <ul style="list-style-type: none"> <li>• <i>Small group work with an experienced teacher in Year 6 focussed on overcoming gaps in learning to achieve individual targets and 1-1 tuition for some targeted Yr5 and Yr6 pupils to support literacy skills (£29000)</i></li> <li>• <i>Additional teacher support in Year 5 and 6 for English and Maths (£48000)</i></li> <li>• <i>Additional support teacher day in Year 2 – supporting reading comprehension (£9000)</i></li> <li>• <i>Additional learning opportunities / interventions provided by TAs/LSAs, including 1-1 support for identified pupils in spelling and reading (£84000)</i></li> <li>• <i>Additional resources purchased</i></li> <li>• <i>Training to support particular areas of the curriculum.</i></li> <li>• <i>Additional mentoring meetings for some pupils (£1000)</i></li> <li>• <i>Feedback time fortnightly / weekly for some (£18000)</i></li> <li>• <i>Progress meetings which include specific reference / focus on PPG pupils (£7000)</i></li> <li>• <i>Additional TA support for vulnerable/ PPG pupils in reception / Yr1 supporting learning and social development (£16000)</i></li> </ul>	<p>Please refer to data at the beginning of this report.</p> <ul style="list-style-type: none"> <li>• We have an effective system for identifying assessing and monitoring pupils, which is regularly reviewed to ensure it is fit for purpose and meets the needs of pupils and teachers.</li> <li>• Disadvantaged pupils identified and supported in each year group</li> <li>• EYFS and KS1 data has improved when compared to national averages.</li> <li>• KS2 data – although below national averages at expected are at least in line with national for more able pupils. – this pattern is similar throughout the school.</li> <li>• By the end of KS2 PPG pupils do not attain above national in all subject area but there is a trend of 'diminishing difference' (school data) Progress by the end of KS2 in reading, writing and maths is broadly average for all pupils – greater progress seen in writing</li> <li>• By the end of KS1 all pupils attained above national. PPG pupils attained in line with or above national. Progress in reading, writing and maths was good with a high percentage making better than expected progress from EYFS to the end of KS1 in Reading and Maths.</li> <li>• By the end of EFYS there has been an improvement in attainment for PPG pupils and attainment is above national.</li> </ul>	<p>The intervention groups identified from data will continue but will be reviewed and managed by the SENCo rather than Year leads to ensure a strategic / whole school view.</p> <p>Pupils in intervention groups / 1-1 support made better progress</p> <p>1-1 tuition is particularly successful for the individual children identified.</p> <p>Pupils say that the individual mentoring / feedback meetings are particularly useful in supporting them to make progress – they know what they need to do.</p> <p>Progress meetings support class teachers to understand their data – attainment, gaps, groups etc. The assessment system used identifies particular areas /gaps which supports with planning to meet specific needs.</p> <p>Support and provision has been particularly successful for more able pupils</p>	<p>£29,000 £48,000 £9,000 £84,000 £1,000 £18,000 £7,000 £16,000</p> <p><b>£212,000</b></p>

<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 (£11,000)</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>Pupil counselling service commissioned to support identified pupils (£4600)</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.</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>	<b>£16,000</b>
<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 (£9000)</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> </ul>	<p>Please refer to data at the beginning of this report</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</p>	<b>£9,000</b>
<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>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>	<b>£1,000 £1,600</b>
<b>Total</b>			<b>£239,6000</b>



## 9. 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
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