

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	Orchards Junior School
Number of pupils in school	514
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	31-12-21
Date on which it will be reviewed	July 2022
Statement authorised by	P.Jones
Pupil premium lead	O.Cave
Governor / Trustee lead	R.Chute

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,855
Recovery premium funding allocation this academic year	£25,068
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	£238,923

# Part A: Pupil premium strategy plan

## Statement of intent

At The Orchards, it is our objective to ensure that all children, irrespective of their background, leave the school as the best version of themselves. Achieving this means: good progress and attainment will have been made across all subjects; culture capital will have been widened; and self-esteem and self-worth raised. The focus of our pupil premium strategy therefore is to support disadvantaged children in achieving these goals and subsequently reduce the attainment gap between disadvantaged and non-disadvantaged children.

As a school, and in line with EEF research, we believe that high-quality, targeted teaching is one of the most effective ways in raising progress and attainment not only for disadvantaged pupils but for non-disadvantaged pupils too. Promoting, developing and delivering high quality teaching will therefore carry huge importance in our pupil premium strategy. We will use thorough and robust assessments to identify and target specific gaps in learning. With the support of research we will then implement appropriate and proven interventions to target these gaps. Identifying and targeting these gaps in learning will also contribute to wider school plans, specifically our education recovery programme, and will be integral to our National Tutoring Programme. It is of paramount importance that as part of this pupil premium strategy, the progress of non-disadvantaged children is maintained alongside that of their disadvantaged peers.

As with everything that we do as a school, the children will be at the forefront of all our plans. Each and every step, process and intervention introduced as part of our pupil premium strategy will have been: heavily scrutinised; supported by research, assessments and professional conversations; and will have passed our 'How will this benefit the children?' checks. Our approach will continue to be monitored and reviewed termly making sure that we are adaptive to change, feedback and assessments.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance: To make good progress and raise attainment across all subjects, children need to be in school. When analysing our attendance figures there is a clear attendance gap between our disadvantaged and non-disadvantaged pupils.

	These absences not only lead to a loss of learning for the individuals concerned but also increase the potential of the attainment gap widening further.
2	<p>Reading Attainment:</p> <p>Collectively, as a whole school, the number of children reading at the age related expectation is lower than we would expect. Further analysis of this data identifies that the percentage of disadvantaged children reading below the expected reading age is much higher than that of their non-disadvantaged peers.</p>
3	<p>Maths Attainment:</p> <p>When analysing both our formative and summative assessment within Maths we noticed a significant gap in attainment and progress between that of our disadvantaged and non-disadvantaged pupils. Further analysis of this data indicated that a significant percentage of the identified attainment and progress gap is down to under performance in the reasoning aspect of the subject.</p>
4	<p>Spelling Attainment:</p> <p>Through writing moderations, spelling has been identified as a significant barrier to disadvantaged children achieving the expected age related standards in both writing and spelling tests.</p>
5	<p>Self-Esteem and Well-being:</p> <p>As a result of the pandemic, the school closures, and restrictions to everyday life, requests for social, emotional and well-being support from parents, carers, social-workers and outside agencies has significantly increased. This lack of self-esteem and self-worth, particularly for disadvantaged pupils, can have a huge effect on progress and attainment outcomes.</p>

## 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
To improve reading attainment and outcomes for disadvantaged pupils.	By July 2021/2022, KS2 results alongside internal summative results for all year groups show that the percentage of disadvantaged children achieving the expected standard in reading has increased since 2019 results.
To improve maths attainment and outcomes for disadvantaged pupils.	By July 2021/2022, KS2 results alongside internal summative results for all year groups show that the percentage of disadvantaged children achieving the expected standard in maths has increased since 2019 results.
To improve spelling accuracy across writing and in tests.	By July 2021/2022, KS2 results alongside internal summative results for all year groups show that the percentage of disadvantaged children achieving the

	expected standard in spelling has increased since 2019 results.
To improve % of disadvantaged children achieving the expected standard in reading, writing and maths combined.	By July 2021/2022, KS2 results alongside internal summative results for all year groups show that the percentage of disadvantaged children achieving the expected standard in reading, writing and maths has increased since 2019 results.
To improve overall attendance across the whole school particularly for that of our disadvantaged pupils.	Sustained and improved overall school attendance. A reduction in the attendance gap between disadvantaged and non-disadvantaged pupils. A reduction in the gap between disadvantaged and non-disadvantaged who are persistently absent.
To promote and improve self-esteem, self-worth and enjoyment of school and learning for all pupils, particularly our disadvantaged pupils.	Sustained and improved overall levels of self-esteem, self-worth and enjoyment of school. Demonstrated through parent surveys, student voice, in the form of our junior governors, and an increase in participation of extra-curricular activities and clubs.

## 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: £ 119,461

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Teaching:</p> <ul style="list-style-type: none"> <li>- Staff Meetings, CPD, Inset Days, Courses, Off-Site School visits, school lead projects.</li> </ul>	<p>There is strong evidence and research to suggest that the best way to improve attainment of pupils of all abilities and backgrounds is through high quality teaching.</p> <p><a href="#">EEF   Support for schools   School improvement planning   High quality teaching</a></p>	2, 3, 4
<p>Half Termly Assessment Reviews:</p> <ul style="list-style-type: none"> <li>- The progress of all PP children to be reviewed.</li> <li>- Success of current interventions to be reviewed.</li> <li>- Next step for pupils to be put in place.</li> </ul>	<p>Evidence suggests that robust assessments, both formative and summative, and the analysis of the data it provides are essential in informing teachers of the areas of strength and weakness within pupil's knowledge. Using this data for targeted teaching and feedback to pupils is essential in raising attainment.</p> <p><a href="#">EEF   Guidance for teachers   Assessment and feedback</a></p>	2, 3, 4
<p>Reduced Maths Set Sizes:</p> <ul style="list-style-type: none"> <li>- Smaller groups to allow more direct, tailored feedback and learning.</li> </ul>	<p>Whilst the evidence for reduced classes suggests its impact is small, we believe that alongside our targeted teaching from the assessment reviews, reduced classes will allow teachers to adapt their teaching approach and will be of huge benefit to the children when raising attainment.</p> <p><a href="#">EEF   Education evidence   Teaching learning toolkit   Reducing class size</a></p>	3
<p>Attendance Lead:</p> <ul style="list-style-type: none"> <li>- To monitor attendance throughout the whole school</li> </ul>	<p>It is clear that being in school and accessing the curriculum is of huge importance when it comes to attainment. There is a vast amount of research that highlights the significance impact absences have on attainment.</p>	1

<ul style="list-style-type: none"> <li>- To identify attendance trends and patterns</li> <li>- To liaise with parents of pupils who are persistently absent and put attendance action plans in place.</li> </ul>	<a href="#">GOV UK  Government   Absence and life chances</a>	
<p>Teaching of spellings:</p> <ul style="list-style-type: none"> <li>- Enhancement of the teaching of spellings through a new, whole school approach.</li> </ul>		4

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

Budgeted cost: £ 65,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths targeted intervention groups:</p> <ul style="list-style-type: none"> <li>- Small Maths tuition groups to deliver targeted learning to pupils identified through the assessment meetings.</li> </ul>	<p>Findings from the EEF suggest that there is a real benefit to small group tuition groups, particularly for disadvantaged children and those falling behind in attainment.</p> <p><a href="#">EEF   Education evidence   Teaching learning toolkit   Small group tuition</a></p>	3
<p>Accelerated Reader:</p> <ul style="list-style-type: none"> <li>- The purchase of accelerated reader and relevant CPD training to provide detailed analysis of individual pupils reading needs.</li> </ul>	<p>Evidence suggests that implementing a range of reading comprehension strategies can have a huge impact on pupils reading age and attainment. The research indicates that the most success comes when strategies are based on effective diagnosis of each pupils' reading ability.</p> <p><a href="#">EEF  Education evidence   Teaching learning toolkit   Reading strategies</a></p>	2
<p>Reading Interventions:</p>	<p>Evidence suggests that implementing a range of reading comprehension</p>	2

<ul style="list-style-type: none"> <li>- Through the detailed diagnosis that Accelerated reader provides, different reading interventions groups will be set up to support individual needs. For example phonics.</li> </ul>	<p>strategies can have a huge impact on pupils reading age and attainment. The research indicates that the most success comes when strategies are based on effective diagnosis of each pupils' reading ability.</p> <p><a href="#">EEF   Education evidence   Teaching learning toolkit   Reading strategies</a></p>	
<p>National Tutoring Programme:</p> <ul style="list-style-type: none"> <li>- Small tuition groups to target pupils who have been most impacted by school closures during the pandemic. Based on our data, a significant proportion of these will be disadvantaged pupils.</li> </ul>	<p>Targeted tuition at specific needs and knowledge gaps can be an effective way of supporting and closing the gap of low attainers, both one-to-one and in small groups.</p> <p><a href="#">EEF   Education evidence   Teaching and learning toolkit   one-to-one tuition</a></p> <p><a href="#">EEF   Education evidence   Teaching learning toolkit   Small group tuition</a></p>	2, 3, 4
<p>Digital Technology:</p> <ul style="list-style-type: none"> <li>- The purchase of a range of software and hardware to support learning across all subjects in school, particularly in core subjects.</li> <li>- The purchase of educational subscriptions that allow access from home. These subscriptions will support with homework, be used to consolidate on in school learning and offer assistance to parents with home learning.</li> </ul>	<p>With the ever evolving technological world we live in, ICT is playing a huge part in education. Research suggests that various hardware and software programmes can really improve the teaching of the curriculum. As well as this there is evidence to suggest that it improves engagement within lessons, particularly of disadvantaged pupils, and improves the drive and attitude of pupils towards learning.</p> <p><a href="#">Third Space Learning   EEF Digital technology   Report summary</a></p>	1, 2, 3, 4, 5

<ul style="list-style-type: none"> <li>- The purchase of parent communication systems to improve parent/teacher dialogue regarding their child's needs, progress and next-steps.</li> </ul>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 54,261

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social and Emotional Intervention Groups:</p> <ul style="list-style-type: none"> <li>- A whole school approach targeting social and emotional learning within PSHE lessons.</li> <li>- Small intervention groups to target pupils who are particularly struggling with their social and emotional well-being.</li> </ul>	<p>Improving pupils' decision-making skills, their interactions with others and their self-management of their emotions can have a really positive impact of attainment.</p> <p><a href="#">EEF   Education evidence   teaching toolkit   Social and emotional learning</a></p>	5
<p>Culture Capital:</p> <ul style="list-style-type: none"> <li>- Making sure that all barriers, particularly financial restraints, are removed for disadvantaged children allowing them to attend clubs, trips and extra-curricular activities.</li> </ul>	<p>Participation and physical activity can have a huge impact on the well-being and development of children. Removing the barriers to such activities can be beneficial to academic learning.</p> <p><a href="#">EEF   Education evidence   Teaching toolkit   Physical activity</a></p>	1, 5
<p>Contingency fund to acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount</p>	1, 2, 3, 4, 5



	of funding aside to respond quickly to needs that have not yet been identified.	
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**Total budgeted cost: £ 238,923**

## 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 the Covid-19 circumstances there were no national tests administered. Our progress towards objectives is therefore based on in school assessments.

1. There were improved reading and writing levels across the school as a direct result of the newly implemented accelerated reader programme. Maths outcomes were also higher but less significantly so
2. Targeted support was effective in raising standards in the key areas identified
3. Increased self-esteem and enjoyment was evident from the report comments of the children and the range of additional / extended learning activities enjoyed by them
4. The key negative impact of the Covid disruption was a reversal of the progress children in receipt of pupil premium had shown back to below 2019 levels

### 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

### 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?	
What was the impact of that spending on service pupil premium eligible pupils?	



**Further information (optional)**

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