

Pupil premium strategy statement – Orchards Junior School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	509
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	31-12-22
Date on which it will be reviewed	July '23
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	£216,060
Recovery premium funding allocation this academic year	£26,245
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£242,305

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. In support of our high-quality, targeted teaching approach we will use thorough and robust assessments to identify specific needs and gaps in learning. With the support of research, we will implement appropriate and proven interventions to target these areas. The identification of 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 both within school and against national averages. These absences not only lead to a loss of learning for the individuals concerned but also increase the potential for the attainment gap to widen further.
2	Self-Esteem and Well-being: 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.
3	Reading Attainment: Analysis of our Reading data shows that there is an attainment gap between our disadvantaged and non-disadvantaged pupils. Contributing factors to this have been identified as: Overall understanding of basics phonics and inference skills.
4	Maths Attainment: Analysis of our Maths data shows that there is an attainment gap between our disadvantaged and non-disadvantaged pupils. Contributing factors to this have been identified as: Underperformance within the reasoning aspect of the subject.
5	Spelling Attainment: Analysis of our Grammar data shows that there is an attainment gap between our disadvantaged and non-disadvantaged pupils. Contributing factors to this have been identified as: Underperformance in the spelling aspect of the subject.

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 overall attendance across the whole school particularly for that of our disadvantaged pupils.	<ul style="list-style-type: none"> - Sustained and improved overall school attendance in line with the national average. - A reduction in the attendance gap between disadvantaged and non-disadvantaged pupils. - A reduction in those who are persistently absent. - A reduction in those who are persistently late.
To promote and improve self-esteem, self-worth and enjoyment of school and learning for all pupils.	<ul style="list-style-type: none"> - Sustained and improved overall levels of self-esteem, self-worth and enjoyment of school. - Successful completion and awarding of National Well-Being award. - Increased participation of disadvantaged children participating in after school clubs and extra-curricular activities.

<p>To improve reading attainment and outcomes for disadvantaged pupils.</p> <p>To increase overall enthusiasm, participation and engagement in reading for all pupils.</p>	<ul style="list-style-type: none"> - By July 2022/2023, 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 and is in line with the national average. - All children will engage with the accelerated reading scheme, reading a range of books and completing mini quizzes to try and increase their ZPD number.
<p>To improve maths attainment and outcomes for disadvantaged pupils.</p>	<ul style="list-style-type: none"> - By July 2022/2023, 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 and is in line with the national average.
<p>To improve spelling accuracy across writing and in tests.</p>	<ul style="list-style-type: none"> - By July 2022/2023, 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 and is in line with the national average.

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: £122,623

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Teaching:</p> <p>Staff Meetings, CPD, Inset Days, Courses, Off-Site School visits, school lead projects.</p>	<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>3, 4, 5</p>

	EEF Support for schools School improvement planning High quality teaching	
<p>Half Termly Assessment Reviews:</p> <ul style="list-style-type: none"> - The progress of all PP children to be reviewed. - Success of current interventions to be reviewed. <p>Next step for pupils to be put in place.</p>	<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>EEF Guidance for teachers Assessment and feedback</p>	3, 4, 5
<p>Reduced Maths Set Sizes:</p> <p>Smaller groups to allow more direct, tailored feedback and learning in support of our mastery approach.</p>	<p>Whilst the evidence for reduced classes suggests its impact is small, we believe it supports our mastery approach and allows greater support, feedback and opportunity for individual support.</p> <p>EEF Education evidence Teaching learning toolkit Mastery-learning</p> <p>EEF Education evidence Teaching learning toolkit Reducing class size</p>	4
<p>Attendance Lead:</p> <ul style="list-style-type: none"> - To monitor attendance throughout the whole school - To identify attendance trends and patterns <p>To liaise with parents of pupils who are persistently absent and put attendance action plans in place.</p>	<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> <p>GOV UK Government Absence and life chances</p>	1
<p>Teaching of spellings:</p> <p>Enhancement of the teaching of phonics and spellings through a new, whole school approach.</p>	<p>Evidence demonstrates that the teaching of phonics has a huge impact on children making connections between the sound patterns they hear in words and they way in which these words are written.</p> <p>EEF Education evidence Teaching learning toolkit Phonics</p>	5

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

Budgeted cost: £78,177

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths targeted intervention groups:</p> <p>Small Maths tuition groups to deliver targeted learning to pupils identified through the assessment meetings.</p>	<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>EEF Education evidence Teaching learning toolkit Small group tuition</p>	4
<p>Accelerated Reader:</p> <ul style="list-style-type: none"> - The purchase of accelerated reader and relevant CPD training to provide detailed analysis of individual pupils reading needs. 	<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>EEF Education evidence Teaching learning toolkit Reading strategies</p>	3
<p>Reading Interventions:</p> <p>Through the detailed diagnosis that Accelerated reader provides, different reading interventions groups will be set up to support individual needs. For example phonics and comprehension groups.</p>	<p>Evidence suggests that implementing a range of reading 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>EEF Education evidence Teaching learning toolkit Reading strategies</p>	3
<p>National Tutoring Programme:</p> <ul style="list-style-type: none"> - Small tuition groups to target pupils who have been most impacted by school closures during the pandemic. Based 	<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>EEF Education evidence Teaching and learning toolkit one-to-one tuition</p>	3, 4, 5

<p>on our data, a significant proportion of these will be disadvantaged pupils.</p>	<p>EEF Education evidence Teaching learning toolkit Small group tuition</p>	
<p>Digital Technology:</p> <ul style="list-style-type: none"> - The purchase of a range of software and hardware to support learning across all subjects in school, particularly in core subjects. - 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. <p>The purchase of parent communication systems to improve parent/teacher dialogue regarding their child's needs, progress and next-steps.</p>	<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>Third Space Learning EEF Digital technology Report summary</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £41,505

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and Emotional Intervention Groups:	Improving pupils' decision-making skills, their interactions with others and their self-management of their emotions can	2

<ul style="list-style-type: none"> - A whole school approach targeting social and emotional well-being linked with our national well-being award project. - 1:1 and small intervention and support groups to target pupils who are particularly struggling with their social and emotional well-being. 	<p>have a really positive impact of attainment.</p> <p>EEF Education evidence teaching toolkit Social and emotional learning</p>	
<p>Culture Capital:</p> <ul style="list-style-type: none"> - Making sure that all barriers, particularly financial restraints, are removed for disadvantaged children allowing them to attend clubs, trips and extra-curricular activities. 	<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>EEF Education evidence Teaching toolkit Physical activity</p>	1, 2
<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 of funding aside to respond quickly to needs that have not yet been identified.</p>	1, 2, 3, 4, 5

Total budgeted cost: £242,305

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whilst the true impact of the pandemic remains unclear, we were pleased that this year, despite yet more disruption due to outbreaks of COVID-19, we were still able to fully implement our Pupil Premium strategy.

The attainment gap between disadvantaged and non-disadvantaged pupils across the whole school was reduced in all areas over the academic year, with the majority of all disadvantaged children meeting their individual progress targets. Whilst we would have liked to have seen a bigger reduction in the gap, we are pleased to see that the targeted teaching and tailored interventions are having a positive effect on learning and learning outcomes. The interventions currently in place will be reviewed and updated based upon feedback from staff, pupils and parents and will then form part of the next Pupil Premium strategy to ensure that we are able to build upon this progress further.

The return of clubs, extra-curricular activities and residential trips has had a huge impact on enjoyment and self-esteem of children within school. Building on this, we will be looking to introduce a wider range of the above-mentioned activities in a bid to increase the appeal and up-take of these by disadvantaged pupils. The more regular use of mentors has been a real success and has been invaluable in raising the self-esteem and resilience of those who have needed it most. We will be looking to train more staff members to allow them to fulfil a mentoring role within the school next year.

As is the case for most schools, our attendance figures for 21/22 were again impacted by COVID-19, particularly during the months of November, December and January and are not a true reflection of the work put in place. We will again review our approach to improving attendance and implement this in our next strategy.