

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	469
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	31-12-23
Date on which it will be reviewed	July '24
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	£226,980
Recovery premium funding allocation this academic year	£26,238
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>	£253,218

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 was an 8.86%

	absent rate across the year from our disadvantaged pupils (6.67% Authorised & 2.19% Unauthorised). These absences not only lead to a loss of learning for the individuals concerned but may also contribute to mental health and wellbeing issues around returning to school.
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. The 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 basic phonics, inference skills and reading fluency.
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	Multiple Disadvantages: 54% of our Pupil Premium eligible children have SEN provision. These specific needs can affect the rate of progress and attainment outcomes for individuals.

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 evidenced by qualitative data from pupil voice, pupil and parent surveys and observations from mentors. - Successful completion and awarding of National Wellbeing award. - Increased participation of disadvantaged children participating in after-school clubs and extra-curricular activities.

<p>To improve reading attainment and outcomes across the whole school particularly for that of our disadvantaged pupils.</p> <p>To increase overall enthusiasm, participation and engagement in reading for all pupils.</p>	<p>- By July 2023/2024, 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 and where not, demonstrates at least expected progress from their individual starting points.</p>
<p>To improve maths attainment and outcomes for disadvantaged pupils.</p>	<p>- By July 2023/2024, 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 where not, demonstrates at least expected progress from their individual starting points.</p>

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: £131,250

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. We will continue to commit fully to CPD and the development of the curriculum to ensure high-quality teaching is present throughout the whole school.</p> <p>EEF Support for schools School improvement planning High quality teaching</p>	<p>3, 4, 5</p>

<p>CPD: Phonics</p> <p>Phonics training for all teaching assistants and support staff with subscription service to gain access to additional resource materials.</p>	<p>Effective teaching of phonics can be hugely beneficial in enabling children to master the basics of reading. Phonics programmes and interventions will be used to support individuals who fall below reading level expectations.</p> <p>EEF Education Evidence Teaching Learning Toolkit Phonics</p>	<p>3, 5</p>
<p>CPD: Oracy</p> <p>Literacy Leaders to attend and complete Oracy training course. Whole staff training to then be delivered upon completion of the course enabling teachers to model and develop oral language skills and vocabulary.</p>	<p>Evidence suggests the impact of Oral language interventions is an approximate additional 6 months progress over a year – This could be greater on a one-to-basis.</p> <p>EEF Education Evidence Teaching Learning Toolkit Oral Language Intervention</p>	<p>3, 5</p>
<p>CPD: Fluency</p> <p>Representatives from each year group Fluency training course. Whole staff training to then be delivered upon completion of the course enabling teachers to implement explicit teaching of fluency as part of a multi-faceted approach to teaching reading.</p>	<p>Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text.</p> <p>EEF Education Evidence Blogs Shining A Spotlight On Fluency.</p>	<p>3, 5</p>
<p>Recruitment and retention of high quality teaching staff to ensure the highest delivery of the curriculum.</p>	<p>Research suggests that Teaching Assistants delivering interventions in small groups or on a one-to-one basis can have a significant impact on attainment. Crucially, those delivering the interventions must do so in a structured setting with high-quality training beforehand.</p> <p>EEF Education Evidence Guidance Reports Teaching Assistants</p>	<p>3, 4, 5</p>
<p>Half Termly Assessment Reviews:</p> <ul style="list-style-type: none"> - Subscription and use of Arbor to support with assessment needs. 	<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</p>	<p>3, 4, 5</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>and feedback to pupils is essential in raising attainment.</p> <p>EEF Guidance for teachers Assessment and feedback</p>	
<p>Reduced Maths Set Sizes:</p> <p>Smaller groups to allow for a more direct, tailored teaching approach for children who are struggling within the subject.</p>	<p>Evidence for reduced classes and small group tuition suggests this is a beneficial approach for children. We believe it encourages more sustained engagement from pupils throughout the lesson and allows for greater, more individual support and feedback.</p> <p>EEF Education evidence Teaching learning toolkit Small group tuition 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 significant impact absences have on attainment.</p> <p>GOV UK Government Absence and life chances</p>	1
<p>Librarian Role:</p> <p>In support of our Accelerated Reader programme we will have a timetabled librarian who will ensure children have easy access to the correct level book. They will also collate and send out weekly reading reports for each class informing teachers of the progress being made.</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 Projects and Evaluation Projects Accelerated Reader</p>	3

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

Budgeted cost: £ 82,350

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. - Purchase of a range of new fiction and non-fiction books that are current and relevant to the children in the school to help promote a love for reading. 	<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, 5
<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.</p> <p>Interventions Groups:</p> <ul style="list-style-type: none"> - Phonics - Fluency - Comprehension groups. 	<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, 5

<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 on our data, a significant proportion of these will be disadvantaged pupils. 	<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> <p>EEF Education evidence Teaching learning toolkit Small group tuition</p>	<p>3, 4, 5</p>
<p>Digital Technology:</p> <ul style="list-style-type: none"> - Replacement of old ageing iPads as well as the purchase and additional iPads to allow for 60 per year group - 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</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>

regarding their child's needs, progress and next-steps.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £39,618

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social and Emotional Intervention Groups:</p> <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>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>EEF Education evidence teaching toolkit Social and emotional learning</p>	2
<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: £253,218

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As part of our Pupil Premium strategy review, we have analysed the performance of our school's disadvantaged children from the 2022/2023 academic year. To do this, we have drawn upon our own internal summative and formative data as well taking in to account national assessment data.

Intended Outcomes:

- **To improve overall attendance across the whole school, bringing it in line with the national average.**

Orchards Junior Attendance:

Overall Attendance: **92.98%**

Authorised Absence: **5.77%**

Unauthorised Absence: **1.24%**

National Primary Attendance

Overall Attendance: 94.00%

Authorised Absence: 4.3%

Unauthorised Absence: 1.7%

Whilst our attendance data falls slightly below the national average we have seen a 1.64% increase in attendance on the previous academic year. The attendance gap between disadvantaged and non-disadvantaged pupils has also been reduced by 1.28%. Our strategy and approach to attendance has been reviewed and updated for the up and coming year.

- **By July 2022/23, KS2 results show that the percentage of disadvantaged children achieving the expected standard in Maths has increased and is in line with the national average.**

Orchards Junior KS2 Maths:

Non-disadvantaged: **85%**

Disadvantaged: **62%**

National KS2 Maths:

Non-disadvantaged: 78%

Disadvantaged: 57%

- **By July 2022/23, KS2 results show that the percentage of disadvantaged children achieving the expected standard in Reading has increased and is in line with the national average.**

Orchards Junior KS2 Reading:

Non-disadvantaged: **77%**

Disadvantaged: **58%**

National KS2 Reading:

Non-disadvantaged: 78%

Disadvantaged: 56%

Whilst we are pleased with our KS2 results and the progress of our Disadvantaged and Non-Disadvantaged children, with both groups performing above the national average, there is still an attainment gap that we must continue to target. Further

analysis of our KS2 results and the attainment gap highlighted that the biggest gap was when comparing Disadvantaged children with SEN needs and Non-Disadvantaged children with SEN needs. Further analysis of our whole school data shows that this is a trend that runs throughout all year groups and therefore is something that we will be heavily targeting in our 2023/2024 Pupil Premium strategy.

- **To promote and improve self-esteem, self-worth and enjoyment in all aspects of school life for all pupils.**

We are continuing to implement plans and procedures in pursuit of the National Wellbeing Award – Through partaking in this project, a huge emphasis has been placed on the needs of not only the children but also those of teachers and parents and already we are seeing really positive outcomes.

We will continue to build an enriching curriculum that provides opportunities outside of the classroom to enhance individual's cultural capital and life experiences. We will provide a range of clubs for all pupils, giving them access and opportunity to build and show off their talents outside of the classroom, promoting self-worth and self-esteem. Our aim is to extend on the 20+ clubs that ran each week last year and encourage every single child to partake in at least one club.

We will continue to provide regular mentoring provision to children and parents, making sure everyone is fully supported.

