



# Orchard Meadow Primary School

The best in everyone™

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## Pupil Premium Strategy Statement

2022 - 2025

### School overview

Metric	Data
School name	Orchard Meadow School
Pupils in school	234
Proportion of disadvantaged pupils	43%
Pupil premium allocation this academic year	£ 138,500
Academic year or years covered by statement	2022-23
Publish date	September 2022
Review date	July 2023
Statement authorised by	Sue Patrick
Pupil premium lead	Sue Patrick

Academic Years	PP eligible pupils	Review date
22/23	101 (£138,500)	Light touch review 1 July 2023
23/24	£156,000 (estimate)	Light touch review 2 July 2024
24/25	£156,000 (estimate)	Full review July 2025

### Strategy aims for disadvantaged pupils

A high, quality education and high expectations for all through high, quality teaching.
Pupil Premium support should improve attainment and raise expectation.
Pupil Premium should ensure that disadvantaged pupils access high, quality teaching every day.
The needs of pupils should be addressed as early as possible with a focus on gaps in learning.

Pupil Premium should support pupils, with Social and Emotional needs that are barriers to their learning.

### Existing barriers to learning

A very low baseline for school readiness and early communication & interaction in FSR
Social and emotional well-being concerns
Post covid- pupil engagement
Attendance (including lates)
Parental engagement
Limited opportunities to increase cultural capital

### Teaching priorities

Priorities	Action and Approach	Monitoring – questions to assess if we are being successful	Cost
<b>Teaching &amp; Learning</b>	<p>Robust approach to T &amp; L across the school</p> <ul style="list-style-type: none"> <li>Ensure all staff (including new staff) have received training to deliver the Teaching and Learning Policy in line with Rosenshine Principles.</li> </ul> <p>Kagan training delivered and Orchard Meadow Teaching and Learning Toolkit produced and embedded.</p> <ul style="list-style-type: none"> <li>Identify any additional CPD that is required.</li> <li>Regular T&amp;L CPD time (Den focussed CPD space).</li> </ul>	<p><b>Are PP children accessing high quality teaching every day?</b></p> <ul style="list-style-type: none"> <li>Are leaders seeing effective practice in classrooms, in line with T&amp;L policy/Toolkit and CPD?</li> <li>Are leaders gaining pupil voice with T&amp;L focus?</li> <li>Are staff reflecting on practice and improving?</li> <li>Is active engagement in learning improving?</li> <li>Have Kagan strategies had significant impact?</li> <li>Are staff engaging in CPD?</li> </ul>	<b>£1000</b>
<b>English - reading</b> KS2 targeted intervention for a group of PP children, who are below age-related expectation	<p>Support teacher providing</p> <ul style="list-style-type: none"> <li>Focussed teaching of reading skills through:</li> <li>Academic Learning Mentors working with T&amp;L/Data lead to support key identified groups.</li> <li>Extra reading opportunities</li> <li>Extra comprehension lessons</li> </ul>	<p><b>Have the children made accelerated progress and closed the gap with peers?</b></p> <ul style="list-style-type: none"> <li>Have the gaps been identified for group/individual?</li> <li>Are the children improving – is there impact?</li> <li>Is the information being shared with teachers and leaders?</li> <li>Have the children caught up with their peers?</li> </ul>	£ 44000

<p><b>Phonics –</b> support for PP children in Y1 to meet expected standard in phonics screening</p>	<p>RWI Phonic intervention for these pupils RWI Development days Breakfast club additional groups in KS1 offered in 6 weekly cycles</p>	<p><b>Have all PP pupils met the standard expected in Y1 screening?</b></p> <ul style="list-style-type: none"> <li>• Are the children making progress?</li> <li>• Are children having timely assessment points to monitor progress?</li> <li>• Has phonics lead observed effective practice for intervention?</li> <li>• Is the information being shared with teachers and leaders?</li> </ul>	<p>£10,000</p>
<p><b>Phonics –</b> children in Y2</p>	<p>RWI Phonic intervention for these pupils Breakfast club additional groups in KS1 offered in 6 weekly cycles</p>	<p><b>Have pupils met the standard expected in screening?</b></p>	<p>£ 4,000</p>
<p><b>Phonics – some</b> pp children in Y2/3 did not meet the expected standard in phonics screening</p>	<p>RWI Phonic intervention for these pupils Phonics support from a RWI trained TA RWI 2-day training to be completed further supported by Fresh Start</p>	<p><b>Have pupils met the standard expected in screening?</b></p> <ul style="list-style-type: none"> <li>• Are the children making progress?</li> <li>• Are children having timely assessment points to monitor progress?</li> <li>• Has phonics lead observed effective practice for intervention?</li> <li>• Is the information being shared with teachers and leaders?</li> </ul>	<p>£ 6,000</p>
<p><b>PP plus</b> Identified children in KS2 who are PP and SEND are not making as much progress as peers</p>	<p>SENCO/AHT support to target these children using bespoke assessment tools and trackers to monitor progress TA to provide rapid reading interventions Maths Lead to provide training so support staff can support with fluency on maths</p>	<p><b>Have the PP plus children made progress which is similar or in line with peers?</b></p> <ul style="list-style-type: none"> <li>• Is the SENCO supporting and facilitating monitoring?</li> <li>• Are the children making accelerated progress from starting point?</li> </ul>	<p>(costs covered through spending in other categories)</p>

## Wider strategies for current academic year

Barrier	Action and Approach	Monitoring – questions to assess if we are being successful	Cost
School Readiness and Language skills	<p>Additional support in EYFS from trained Therapeutic Mentor (HIVE) Opportunities for engagement with school readiness via Hub engaged with.</p> <p>Family Support Team to support families and children with identified or emerging need via pre-early help (internal/hub) or EHA</p> <p>‘Welcomm’ screening in EYFS</p> <p>Develop and maintain a language rich learning environment.</p>	<p><b>Has school readiness improved with targeted group? Are language skills improving for identified children?</b></p> <ul style="list-style-type: none"> <li>Is there impact with identified families and children?</li> <li>Are identified families and children aware of expectation and engaging?</li> <li>Has training and support been offered to parents and staff?</li> </ul>	<p>£ 22,000</p> <p>£7,000</p>
Attendance historically below 95%. Target 96%	<p>Teachers and Family Support Team to support families with attendance and acute need</p> <ul style="list-style-type: none"> <li>Awareness of attendance policy and procedure</li> <li>Teacher intervention</li> <li>Welfare intervention <ul style="list-style-type: none"> <li>targets and personalised support</li> <li>liaise with external agencies to support families in need of additional support</li> </ul> </li> </ul>	<p><b>Attendance of PP children to be at 96% in line with whole school target</b></p> <ul style="list-style-type: none"> <li>Has the attendance improved for those children identified?</li> <li>Has targeted support had an impact?</li> <li>Is information being shared with attendance/SEND/ welfare team regularly?</li> <li>Is this monitored weekly in whole school triage</li> </ul>	£ 17,500
Social and emotional well-being concerns	<p>HIVE provision staffed with Nurture trained staff and x2 Therapeutic Mentors to support children with need</p> <ul style="list-style-type: none"> <li>Tracked responsive support (tracked with data in triage)</li> <li>Planned sessions (resilience, sensory circuits, 1:1/group mentoring etc) Referrals made by Class teacher and tracked via assessment tools (QCA, SDQ, Boxall)</li> <li>Team around the Pupil (TAP) and subsequent Inclusion support Plan (ISP) developed</li> </ul>	<p><b>Has the provision had an impact on the S&amp;E needs identified?</b></p> <ul style="list-style-type: none"> <li>What evidence/behaviour is being seen?</li> <li>Has the targeted support having an impact?</li> <li>Is information being shared with SEND/ Family Support team/ class teachers regularly?</li> <li>What do assessments show – pre and post intervention?</li> </ul>	£ 22,000

<p>Limited aspiration &amp; opportunities to increase cultural capital</p>	<p>Ensure that PP children can access enriched opportunities in school and experience a range of visits.</p> <ul style="list-style-type: none"> <li>• Enrichment (including Rashford family from Jan '23)</li> <li>• Aspirational visitors for school assemblies and workshops</li> <li>• Sport &amp; Playground Leaders</li> <li>• Reading Champions (Radley/volunteers)</li> <li>• Extra-curricular activities for pupils to promote enjoyment outside of the school day.</li> <li>• Curriculum trips and visits</li> </ul>	<p><b>Have the children had enriched opportunities?</b></p> <ul style="list-style-type: none"> <li>• Which enriched opportunities, trips and visits have the PP children experienced?</li> <li>• What impact has this had on their learning, and/or SEMH?</li> </ul>	<p>£5000</p>
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Academic Years	PP eligible pupils (%)	Date of review	
22/23	43%	Light touch review 1	July 2023
23/24	TBC	Light touch review 2	July 2024
24/25	TBC	Full review	July 2025

## Strategy Statement Review

Light Touch Review – July 2023	
Priority	Review Comments
<b>Teaching &amp; Learning</b>	
<p><b>English - reading</b> KS2 targeted intervention for a group of PP children, who are below age- related expectation</p>	
<p><b>Phonics</b> – support for PP children in Y1 to meet expected standard in phonics screening</p>	
<p><b>Phonics</b> – children in Y2</p>	
<p><b>Phonics</b> – some PP children in Y2/3 did not meet the expected standard in phonics screening</p>	
<p><b>PP plus</b> Identified children in KS2 who are PP and SEND are not making as much progress as peers</p>	
<p>School Readiness and</p>	

Language skills	
Attendance historically below 95%. Target 96%	
Social and emotional well-being concerns	

Light Touch Review – July 2024	
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