

Orchard Meadow Primary School

Pupil Premium Statement 2021-2022



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The best in everyone™

Part of United Learning

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	Orchard Meadow Primary School
Number of pupils in school	256
Proportion (%) of pupil premium eligible pupils	103 pupils (40%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Harry Paget-Wall Collins Executive Principal and William Power, Headteacher
Pupil premium lead	Sue Patrick, Director of Inclusion
Governor / Trustee lead	Sarah Horbury-Jakeman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,400
Recovery premium funding allocation this academic year	£11,255
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School Led Tutoring	£13,973
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£186,628

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make strong progress and achieve high attainment across all their subject areas. Orchard Meadow's pupil premium strategy is to ensure, through support, that our disadvantaged and vulnerable pupils achieve that goal.

This strategy will run for three years and will be reviewed to ensure validity of the strategy and impact on pupil progress. The strategy will outline activities that will benefit and support the needs of pupils regardless of disadvantage defined by PPG or not (*e.g., carers/children with social care involvement*)

In writing the intent we have regarded the EEF research to ensure our practice is evidence based:

- **High-quality teaching** is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.
- **Targeted academic support:** our strategy is also integral to wider school plans for education recovery e.g. targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.
- **Wider Strategies** such as Therapeutic Mentoring, Attendance Work and Enrichment

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
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1	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p><i>Autumn 2021 Data 14% fewer PP Reception children are at ARE for communication and language.</i></p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. This includes pupils in KS2.</p>
3	<p>Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p><i>(9% gap across the school yr1-6)</i></p>
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p> <p><i>(12% gap across the school yr1-6)</i></p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 80 pupils have been identified as vulnerable on the school log. 30 of whom are disadvantaged currently require additional support with social and emotional needs and receiving small group interventions.</p>
6	<p>Our attendance data historically indicates that attendance among disadvantaged pupils has been between 3% lower than for non-disadvantaged pupils. (2018 93.3% PA 16.3%)</p> <p>4% of disadvantaged pupils have been 'persistently absent' compared to their peers during that period (2020/21). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved literacy attainment among disadvantaged pupils.	KS2 literacy outcomes in 2024/5 show that disadvantaged pupils are in line with their non-PP peers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that disadvantaged pupils are in line with their non-PP peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in incidents of bullying and unkind behaviour • A significant reduction in dysregulated behaviours • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 2% difference, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by >2%. • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 1% lower than their peers.

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: **£60,160**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>(1, 2, 3, 4)</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: (NELI, Wellcomm, Spirals)</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	<p>3</p>

and CPD (including Teaching for Mastery training).	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Conscious Discipline, PACE EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5
Continuous Professional Development – Quality First Teaching	Weekly CPD and on-going coaching and mentoring training to support QFT	

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

Budgeted cost: **£89,282**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>
<p>Enrichment Activities for raising Cultural Capital and aspirations</p>	<p>Weekly enrichment activities, after school clubs targeted for disadvantaged pupils.</p>	

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

Budgeted cost: **£37,186**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Conscious Discipline, PACE, ASD and Trauma informed Therapeutic Mentors and Inclusion Mentor</p>	<p>5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>

appointing attendance/support officers to improve attendance.		
Contingency fund for acute issues.	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.	All

Total budgeted cost: £144,442

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

The impact was mitigated by our resolve to maintain a high-quality curriculum, including during periods of partial closure, which was aided by providing a Chromebook to every child from Y2 up.

Attendance funding has been a key priority since 2019 with the appointment of an Attendance Officer/DSL this has had a significant impact on sustaining positive attendance figures and support for vulnerable families (PP and Non-PP) that find school hard to reach; including during the period of lockdown where 91% of pupils accessed learning (live) daily, due to the intense strategy in place.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.(Therapeutic mentors)

Externally provided programmes

Programme	Provider
Meadowbrook Mentoring	Local Authority £8000
Arts Nest – Mentoring	Ark_T