



Orchard Meadow Primary School
The best in everyone™
Part of United Learning

Orchard Meadow Primary School

Multi Year Pupil Premium Strategy (2019-2022)

1. Summary information					
School					
Academic Years	Total pupil	PP eligible pupils	PP income	Date of most recent full review	
19/20		170	£216,690	'light touch review 1'	July 20
20/21 <i>(estimate)</i>		181	£230,000	'light touch review 2'	July 21
21/22 <i>(estimate)</i>		180	£235000	Date of planned full review	July 22

2. Attainment 2018-2019		
	<i>Pupils eligible for PP (your school)</i>	<i>All pupils nationally</i>
% of children reaching GLD	62%	72%
% of pupils meet expected standard Yr1 phonics check	81%	82%
% of pupils working ARE and GD and end of KS1 - Combined	52%	62%
% of pupils working ARE and GD and end of KS2 – Combined	38%	65%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
Communication and Language skills are lower in EYFS for Pupil Premium against Non-Pupil Premium, impacting on reading and phonics within KS1	
A.	Children in receipt of Pupil Premium attain less well than children in receipt of PP nationally
B.	Children in receipt of Pupil Premium require support in metacognitive and self-regulation strategies which impact on pupils' potential progress and attainment.
C.	Children's experiences and understanding of the world are limited because of context and environmental factors, resulting in a Cultural Capital deficit. These experiential limitations have the potential to impact on academic progress in all curriculum areas during the

	primary phase since pupils are unable to draw upon models for progressive learning therefore leading to a potential gap between the attainments of disadvantaged pupils comparative to the national average of all pupils.		
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>			
D.	The extent of social, emotional and mental health needs of our children as a consequence of environmental factors including trauma parenting, health, bereavement, poverty, neglect, ACEs.		
E.	Safeguarding concerns and engagement with external agencies including health, police, CAMHS and social care to provide support to our most vulnerable families which impacts on children's readiness to learn		
F.	Children who are eligible for pupil premium do not always have parental support in accessing the wider curriculum.		
G.	Attendance and punctuality rates for pupils eligible for PP are below the target for all children. This reduces their school hours and causes them to fall behind.		
4. Intended outcomes <i>(specific outcomes and how they will be</i>		Long term success criteria	
		19/20	20/21
A.	The proportion of pupils eligible for pupil premium attaining the expected standard in Reading, writing and Maths will increase, diminishing the difference between themselves and pupils nationally	When comparing data from 2018-19 there will be clear improvement trends in attainment and progress measures. The number of PP children working at Greater Depth in R, Writing or Maths has increased at KS1.	The attainment gap for matched data non-complex PP children is closing in reading, writing and maths. The number of PP children working at Greater Depth in R, Writing or Maths has increased at KS1 & 2.
			21/22 The attainment gap for non-complex PP children is closing in reading, writing and maths. The number of PP children working at Greater Depth in R, Writing or Maths is in-line with national data.

<p>B.</p>	<p>Teaching and learning draws from the best in recent research and embedded in all curricula areas is explicit teaching of evidence based strategies which support learning. This has demonstrable impact on raising the attainment of all groups of children but the explicit teaching of these strategies woven through our curricula will ensure PP children continue to close the gap with the national average. Measured though attainment and progress data, pupil voice.</p>	<p>The curriculum will be designed and delivered to allow the teaching of explicit instruction strategies for the recall and transfer of knowledge and learning</p> <p>Academic attainment for non-complex PP is in line with non-PP.</p>	<p>The curriculum will be designed and delivered to allow the teaching metacognitive strategies for the self-regulation of learning.</p>	<p>Academic attainment for non-complex PP is in line with non-PP.</p>
<p>C.</p>	<p>Children will receive an enriched curriculum including experiential learning in the form of residential trips, educational visits, visitors, cultural and community celebrations, forest school as well as access to high quality literature and models for reading and writing, theatre, music and sport.</p> <p>Children will also benefit from an enriched SMSC, PSHE curriculum (SCARF) pertinent to the identified needs of our context and community</p> <p>Investment in cultural capital will impact on children’s overall summative academic attainment. Measured through attainment and progress data and pupil voice.</p>	<p>Pupil voice will show that pupils have a broad and balanced curriculum which is supporting the development of their character education.</p> <p>Staff voice will show the impact of this on academic performance and well-being.</p> <p>Parent voice will show that they value the impact this has on</p>	<p>Wellbeing tracking shows PP well-being is improving.</p> <p>Academic attainment for PP children has improved each year.</p> <p>Parental engagement with character development opportunities has increased.</p>	<p>Wellbeing tracking shows that PP wellbeing is in line with non-PP.</p> <p>Academic attainment for PP is in line with non-PP.</p> <p>Parental engagement with character development opportunities has increased further.</p>

		their children's education.		
D.	<p>An intervention and pastoral care programme will address the needs of all our pupils ranging from universal to targeted support within the school provision. This will include Forest School, Wellbeing Hub, Family Links, 1:1 mentoring sessions, , referral to appropriate external services, Work Room and Nurture Provision.</p> <p>Impact will be measured by the capacity of our children to overcome social and emotional barriers to learning in order to have the best chance of achieving at the expected standard or beyond. Impact will be measured in accordance with PASS survey, Boxall measurements and Impact Ed data as</p>	<p>Emotional Wellbeing measures will show improvements for children in receipt of pupil premium.</p> <p>Children transfer their strategies to additional contexts, and this will impact positively on pupil outcomes.</p>	<p>Emotional Wellbeing measures will show improvements for children in receipt of pupil premium.</p> <p>Children transfer their strategies to additional contexts, and this will impact positively on pupil outcomes.</p>	<p>Emotional Wellbeing measures will show improvements for children in receipt of pupil premium.</p> <p>Children transfer their strategies to additional contexts, and this will impact positively on pupil outcomes.</p>

<p>E.</p>	<p>Rigour in safeguarding procedures and an enriched safeguarding curriculum (incorporating SMSC, PSHE and British Values) will enable our children to overcome environmental barriers to learning resultant from neglect, emotional, physical or potential sexual abuse.</p> <p>Our parental engagement initiatives will build trust and develop strong relationships with our school community including our most vulnerable families. Measured through pupil and parent voice. (alongside community action zone working)</p>	<p>All vulnerable families will have been signposted to appropriate services.</p> <p>Analysis of support will show appropriate engagement with and successful resolution or ongoing support by appropriate services.</p> <p>Data analysis will show a positive impact on attainment and / or progress for children in these families.</p>	<p>All vulnerable families will have been signposted to appropriate services.</p> <p>Analysis of agency support will show appropriate engagement with and successful resolution or ongoing support by appropriate services.</p> <p>Data analysis will show a positive impact on attainment and / or progress for children in these</p>	<p>All vulnerable families will have been signposted to appropriate services.</p> <p>Analysis of agency support will show appropriate engagement with and successful resolution or ongoing support by appropriate services.</p> <p>Data analysis will show a positive impact on attainment and / or progress for children in these</p>
<p>F.</p>	<p>Attendance for children eligible for pupil premium is above 95%. All pupil premium children/families who have had attendance support have improved from 2018-19.</p>	<p>Attendance figures for all children eligible for pupil premium will have increased on an individual basis.</p> <p>Overall attendance for PP children will have improved from 2018-2019.</p>	<p>Attendance data for PP children is in line with non-PP.</p> <p>PA for PP children has decreased.</p>	<p>PA for PP is in-line with or better than non-PP. Average attendance for children eligible for pupil premium will be at or above 96%.</p>

5. Review of impact and expenditure				
Previous Academic Year		18-19		
i. Quality of teaching for all				
Desired Outcome	Chosen Action and Approach	Estimated Impact <i>Did you meet the Success Criteria? Include impact on</i>	Lessons Learnt <i>And whether you will continue this approach</i>	Cost

<p>To increase the percentage of PPG children who achieve Expected Standard in Maths, Reading and Writing. .</p>	<p>Additional teachers and teaching assistants are employed to work with targeted children in small groups and support the teacher in ensuring the children 'keep up' with national expectations. They support children in reading, writing and mathematics and reduce class sizes for class teachers.</p> <p>Children in Y6 are targeted for additional 1:1 and small tuition outside of normal school hours. The aim is to ensure all gaps in learning are addressed and met for SATS. Small group tuition for Y2. The aim to ensure the children receive additional tuition to close the gap and prepare them for the next stage of their education.</p>	<p>Only 38% of children in receipt of the Pupil Premium Grant did attain the expected standard in Read, Writing& Maths at Key Stage Two.</p>	<p>The curriculum needs to be reviewed and a progressive knowledge and skill based curriculum needs to be introduced.</p> <p>The teaching of writing needs a clear progression of skills and knowledge. As such, the writing journey has been adapted across school to support children in applying their skills more regularly and independently.</p> <p>Internal analysis has shown that children are in need of more fluency in mental maths skills and strategies and recall of maths facts and so the timetable has been adapted and training planned to support staff in the delivery of this for the whole school. Join BBO Maths hub.</p>	
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<p>Increase the proportions of all non-complex PPG children to achieve age related expectations in Reading, Writing and Maths in all year groups.</p>			<p>Keep up, not catch up philosophy introduced through tight pupil progress RAPs and monitoring schedules.</p> <p>CPD for all staff continues to be the school model to allow the upskilling of staff in their delivery of teaching and feedback, to maximise impact on outcomes. Teacher CPD to be focused on developing teacher pedagogy and delivery of Principles of Instruction.</p> <p>WAVE 1 QFT strategies outlined for SEND and complex PP only.</p>	
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ii. Targeted support				
Desired Outcome	Chosen Action and Approach	Estimated Impact <i>Did you meet the Success Criteria? Include impact on</i>	Lessons Learnt <i>And whether you will continue this approach</i>	Cost

SEMH/Behaviour Support	Employ two specialist behaviour support staff to run a work base provision for vulnerable children. The purpose of the provision is to ensure children with social, emotional and mental health have support to enable them to access the curriculum fully. Children continue their learning in the work base but with additional support from the two adults. Work base also provides support for children who find			
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Our harbour provision aims to reduce the amount of behaviour incidents and exclusions following a disruptive lunchtime. The provision is aimed at vulnerable pupils who also have SEMH on their SEN plan. In general, the pupils also experience anxiety on the playground and this aims to reduce the anxiety.

The school receives several places via the Art Room Charity. After noticing its impact, we use PP funding to support a second group school for children who experience anxiety, frustration and find understanding their feelings difficult.

These visits add a wealth of concrete experiences that they can draw upon in the classroom. Disadvantaged pupils will go to places, experience events and engage socially in new ways.

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iii. Other approaches				
Desired Outcome	Chosen Action and Approach	Estimated Impact <i>Did you meet the Success Criteria? Include impact on pupils not eligible</i>	Lessons Learnt <i>And whether you will continue this approach</i>	Cost
To provide family support to further engage PPG families.	Two home school link workers provide support for vulnerable children to ensure any barriers to learning are reduced. They work with families on pupil punctuality and attendance. They support the most vulnerable children who are also subject to children protection plans or children in need.			

<p>To increase the wider curriculum opportunities for PPG children.</p>	<p>Forest School Provision is in place for Reception and Year 3 to support communication skills, increases levels of creativity and imagination, increases levels of motivation and concentration.</p> <p>Allotments: Growing fruit and vegetables on our school grounds develops children's healthy eating understanding and supports the Forest School programme's objectives. The experience outside develops their motivation and enthusiasm for learning.</p> <p>Many of our children From Y3 – Y6 all children are offered the opportunity of a residential visit. In Y3 and Y4 the visits are based around team building, creativity and pupil attitudes. In Y5 and Y6 the residential visits are closely linked to the learning theme (Shakespeare, Plague, World War II).</p>			
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6. Planned expenditure

Academic years

2019 - 2022

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Embed the Rosenshine Principles of Instruction to further develop the good teaching in place across the school	For all teaching to be good or better and result in a positive impact on progress and attainment across the school	Quality first Teaching has a positive impact on pupil progress Rosenhine's principles are evidence-based. Individualised instruction: EEF Toolkit +3	Further CPD for staff and leaders Learning walks to include focus on Rosenshine principles in action Regular monitoring and evaluation, triangulation of planning, learning walks and assessment data	HT	Regular Learning Walks July 2020
Enhance and refine teaching approaches so that school practice is driven by evidence based research, including mastery, metacognition & self-regulation.	All children including those in receipt of PP children will continue to reach or exceed the expected standard and attainment gap at the end of KS 1	Mastery Learning: EEF Toolkit +5 Metacognition and self-regulation Learning: EEF Toolkit +7	Lesson Observations Strategic Planning meetings with SLT and all subject leads Work scrutiny Pupil and Staff voice Analysis of in year assessment information.	SLT	Half termly achievement meetings

	and a will diminish.				
Provide pupils with a rich set of opportunities and experiences to help them nurture their talents and interests- Pupil Pledge	The cultural capital deficit will be reduced therefore ensuring pupils are not left behind	Evidence supports the notion that investing in an enriched, experiential curriculum builds cultural capital which will benefit are cohort as a whole given the disadvantaged context and demographic of the community we serve. Learning: EEF Toolkit +4	Pupil and Staff Voice Strategic Planning meetings with SLT and all subject leads Creation of Pupil Charter Implementation of Character Education plans in AIP	SLT ABE	Analysis of engagement and wellbeing measures: Edukit, Boxall etc..., IMPACT Ed and Pass Survey
CPD session, LW , 10% SLT time dedicated - 3 year budgeted cost					£180,000
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Develop a suite of PP interventions, to support recall and retention of key skills to support fluency, leading to mastery, for	The attainment gap for Pupils in receipt of the pupil premium is diminished as children have a parity of access to the curriculum.	Children in receipt of the Pupil Premium do not always have parity of access to the curriculum or parental support to enable this. The use of individualised instruction in this way, supports overlearning and develops fluency in order	Dedicated Intervention Time in class, daily. Entry and Exit Data analysis for individual children	JEX ABE	Termly Impact analysis Termly Achievement Meetings

<p>example, Hegarty Maths, Rockstars, that are accessed in school intervention time, and at home.</p>	<p>Academic attainment for non-complex PP will be in line with non-PP.</p>	<p>to overcome this barrier to learning.</p> <p>Individualised Instruction: EEF Toolkit +3</p> <p>Digital Technology: EEF Toolkit +4</p>	<p>Attainment and progress data termly</p> <p>Pupil and staff voice</p>		
<p>Enhance reading provision for children in receipt of pupil premium including: PP library, PP champions, read aloud provision</p> <p>Introduction of RWInc</p>	<p>A greater percentage of children in receipt of PP will attain EXS or GD for reading their year group.</p>	<p>There is extensive research, which has shown that children from disadvantaged backgrounds benefit more from reading comprehension strategies and research has shown that being read aloud to support rapid acquisition of vocabulary and reading comprehension</p> <p>Reading Comprehension Strategies: EEF Toolkit +6</p>	<p>Pupil and staff voice</p> <p>Attainment and progress data termly</p> <p>Dedicated time in the timetable</p>	RMA	<p>Termly Impact analysis</p> <p>Termly Achievement Meetings</p> <p>July 2020</p>
<p>Further improve and enhance opportunities to support and develop cultural mobility</p>	<p>Children who are eligible for pupil premium access a range of opportunities to develop character education. This has a positive</p>	<p>Children in receipt of pupil premium</p> <p>Sports participation: EEF Toolkit +2</p> <p>Arts Participation: EEF Toolkit +2</p>	<p>Cultural Capital Map created to identify planned development of opportunities to develop cultural mobility.</p> <p>Engagement with opportunities tracked for pupils in receipt of the pupil premium.</p>	ABE	<p>Termly Impact analysis</p> <p>Termly Achievement Meetings</p>

	impact on well-being, academic and social development.	Collaborative learning: EEF Toolkit +5	Target provision to increase ease of access Medium Term Planning to identify opportunities		
To offer targeted support for children in regards to safety, well-being and behaviour in order to support them in subsequently making academic progress, including EHA, PCSO engagement project, etc...	Pupils eligible for pupil premium will be more adept at emotional self-regulation allowing them to make at least expected progress in reading writing and maths.	Research has shown that disadvantaged children face increased barriers to learning. Pastoral care allows an environment which supports children to tackle wider and systemic barriers to achievement. Behaviour Interventions: EEF Toolkit +3 Social and Emotional: EEF Toolkit +4	Engagement with services tracked for pupils in receipt of the pupil premium. Entry and exit data Safeguarding data analysis	JEX	Termly Impact analysis Termly Achievement Meetings
3 year budgeted cost					£100,000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Families to have access to additional support and early	Barriers impacting on pupil progress such as home	EHAs have been initiated by the school resulting in external agency outreaching to our more vulnerable families.	Regular supervision sessions with Attendance & Safeguarding Officer	JAR JEX	Regular safeguarding updates at SLT

intervention where necessary	conditions / parenting / social care needs will be reduced impacting on the child's overall well-being and attendance rates.	Parental engagement: EEF Toolkit +4	Networks further strengthened with external agencies to signpost and offer families additional support. Relevant CPL sought for Attendance & Safeguarding Officer to add additional skills to her skillset. Monitor and increase parent engagement		Termly and annual reviews of parental engagement Parent voice survey annually
Further develop attendance strategies and procedures	Improved attendance rates and reduced PA so that pupils are punctual and rarely absent from school	Children's attainment cannot be improved if they are missing school. NFER evidence shows link between improved attendance and improved attainment.	Track and monitor attendance significant groups. Points of contact with parents (Phone call, letter or meeting) to engage with parents and ensure attendance is followed up. Continue with attendance rewards system for good attendance. Parent support meetings with a graduated approach to working with families. Communicating the schools' attendance policy to parents Public health guidelines shared with parents and referenced when speaking with parents. Graduated approach to meeting with parents Working with EYFS parents to create good attendance habits	JAR/J EX	Weekly individual children PA analysis and attendance tracking Termly and annual attendance tracking for vulnerable groups

			early on. All staffs' responsibility to follow up on attendance.		
Address Social, emotional and behaviour barriers to learning, promoting positive learning behaviours, social skills and wellbeing through a relevant PSHE (SCARF) curriculum offer and whole-school mental health awareness	Improved wellbeing and positive behaviour for learning, leading to improved overall attainment.	'Non-cognitive skills' such as motivation and resilience are increasingly considered to be important in determining positive outcomes for children. Evidence suggests that support to develop these skills is likely to be particularly important for children from disadvantaged backgrounds. Social and Emotional: EEF Toolkit +4	Monitoring of wellbeing measures alongside academic progress for identified/ targeted children. Forest schools intervention for targeted children in Years 1-6 Focused pastoral work for small groups and 1:1 children tracked impact on entry and exit. PSHE curriculum adapted and provision adjusted as needed.	JEX ABE	Termly wellbeing tracking Termly attainment tracking Termly analysis of CPOMS behaviour incidents

3 year budgeted cost £450,000

7. Light touch review – July 2020

Due to Covid-19 this review was difficult for impact, however key reflection below on what we knew at this point:

Year 6 - FFT headlines: Reading = 73%; Writing = 77%; Maths = 79%; Combined = 66%

These targets would be realistic with consistently good teaching.

Summer Data for Comparison to FFT (from march information pre-lockdown)

60 children	Reading		Writing		Maths	
EXS	44	73%	35	58%	38	63%
WTS	9	15%	16	27%	12	20%
BLW	7	12%	9	15%	10	17%

Pupil Premium

<i>28 children</i>	Reading	Writing	Maths
EXS	19 68%	14 50%	17 61%
WTS	4 14%	7 25%	4 14%
BLW	5 18%	7 25%	7 25%

Non Pupil Premium

<i>32 children</i>	Reading	Writing	Maths
EXS	25 78%	21 66%	21 66%

What is working (how do we know)

- Key professional development in line with Rosenshine Principles is improving the quality of teaching and learning
- Pastoral care of pupils ensured vulnerable children were kept in contact and supported through the lockdown.
- Devices were made available for PP children to access live teaching in phase II lockdown from Year 5 to gap fill.

What needs subtle re-direction of resources (why)

- Key focus on catch up strategy to ensure PP children do not fall further behind
- Key emotional recovery work to be done for pupils returning to school
- Trauma informed schools work
- Conscious Discipline
- Tight admission work and attendance strategy

What is not working as planned and needs fundamental review (not expected/required but could be outcome of light touch review)

- SEND provision at Tier 1 needs auditing to ensure impact – introduce SEND toolkit for quality teaching first

8. Light touch review – July 2021

What is working (how do we know)

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-

What needs subtle re-direction of resources (why)

-
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What is not working as planned and needs fundamental review (not expected/required but could be outcome of light touch review)

-
-

Thus funding re-directed to:



To ensure:



Full three year review:2019-2022

Strategy Full Review

2019 - 2022

iv. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

v. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

vi. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost