**Diagram

Description automatically generated with medium confidence Pupil Premium Strategy Statement**

This statement details our school’s use of Pupil Premium funding to help improve the attainment and outcomes of our disadvantaged pupils.

It outlines our Pupil Premium strategy and how we intend to spend the funding this academic year.

**School Overview**

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| **Detail** | **Data** |
| School name | Orchard Junior School |
| Number of pupils in school | 357 |
| Proportion (%) of Pupil Premium eligible pupils | 17% (61 pupils) |
| Academic year that our Pupil Premium Strategy plan covers | 2022-2023 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | Dec 2022, March 2023, July 2023 |
| Statement authorised by | Carol Taylor, Headteacher |
| Pupil Premium lead | Claire Goldup, Deputy Headteacher |
| Governor lead | Nikki Brigg |

**Funding Overview**

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| **Detail** | **Data** |
| Pupil Premium funding allocation this academic year | £83,100 | |

**Part A: Pupil Premium Strategy Plan**

**Statement of intent**

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| At Orchard Junior School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those that are already high attainers.  We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or have been adopted. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  High-quality teaching is the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support and targeted intervention. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils at Orchard Junior School. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will also be improved.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. To ensure this is effective we will:   * ensure disadvantaged pupils are challenged in the work they are 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.

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| Challenge | Detail of challenge |
| 1 | Knowledge gap – Retrieval practice and recall:  Assessments, observations and discussions with pupils highlight significant knowledge gaps as a result of limited experiences outside of school, compounded by partial school closures (2019-2021). This has had a significant impact on the ability of some pupils, particularly those who are disadvantaged, to encode and recall new knowledge. |
| 2 | Maths:  Assessments and observations indicate that there are knowledge gaps in mathematics for some pupils, particularly those who are disadvantaged. |
| 3 | Writing:  Assessments and monitoring have identified that progress in writing needs to be accelerated and that disadvantaged pupils have been impacted by partial school closures (2019-2021) the greatest. |
| 4 | Enrichment – cultural capital:  Observations and discussions with pupils highlight that not all pupils, particularly those who are disadvantaged, have many experiences beyond the local area. This is a limiting factor to building their cultural capital and is most significant for disadvantaged pupils. |
| 5 | Social and emotional well-being:  Observations and discussions with staff, pupils and their families have identified social and emotional issues for some pupils. In many cases these have been compounded by the pandemic and partial school closures (2019-2021). These particularly affect the younger and disadvantaged pupils and have an effect on their progress. The need for pastoral and additional support for social and emotional needs has increased significantly. |
| 6 | Attendance:  Attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils and those pupils who are persistently absent are predominantly disadvantaged. |

**Intended outcomes**

This explains the outcomes we are aiming for and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| Improved retrieval and recall of knowledge | All pupils will make good progress across the curriculum relative to their different starting points.  Pupil Book Studies will indicate that pupils are able to talk about their learning, recalling what they know and remember, using appropriate Tier 2 vocabulary.  The curriculum will be planned and sequenced so that the end points that it is building towards are clear and that pupils develop the knowledge and skills, building on what has been taught before, to be able to reach those end points.  Teachers will have expert knowledge of the curriculum for and will be supported, where necessary, to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching. External validation will verify these findings in pupil’s day to day learning. |
| Improved fluency, understanding and progress in mathematics | End of Key Stage outcomes will show disadvantaged pupils performing as well as non-disadvantaged pupils nationally and will reflect our ambition to ensure at least good progress for all pupils.  All pupils will make accelerated progress in maths from their relative starting points.  Monitoring, including learning walks and pupil book study, will indicate pupil’s use and understanding of the language of maths is improving.  Targeted interventions, both same day and planned, will be effective in closing gaps in pupils’ knowledge and understanding. |
| Improved outcomes and progress in writing | End of Key Stage outcomes will show disadvantaged pupils performing as well as non-disadvantaged pupils nationally and will reflect our ambition to ensure at least good progress for all pupils.  All pupils will make accelerated progress in writing from relative starting points.  Whole Class feedback will be used effectively to improve pupils’ writing.  Targeted interventions, both same day and planned, will be effective in improving pupils’ writing. |
| Improved opportunities for enrichment and development of cultural capital | Pupils will develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.  All children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.  These will include:  Appreciation of the arts  Outdoor and adventurous activities  Educational experiences to enhance learning across the curriculum  Activities and experiences that foster an enjoyment of reading  External school improvement support will verify these findings in pupil’s day to day learning. |
| Support for pupils’ Social and emotional well-being | Discussions with pupils, parents and staff will indicate that pupils’ decision-making skills, interaction with others and their self-management of emotions have improved.  There will be less incidents recorded on CPOMs for all pupils, particularly those who have been identified as most vulnerable. |
| Improved attendance | The overall absence rate for all pupils will be no more than 4% and the attendance gap between disadvantaged pupils and non-disadvantaged pupils reduced. |

**Activity in this academic year**

This details how we intend to spend our pupil premium to address the challenges listed above.

**Teaching (for example, CPD, recruitment and retention)**

Budgeted cost: £ 40,000

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| **Activity** | **Evidence that supports this approach** | **Challenge** |
| Further develop the role of the Teaching and Learning Lead through coaching for teachers  (Rosenshine) | EEF – Mastery Learning – high impact, very low cost  Metacognition self-regulation – very high impact, very low cost  High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development> | 1  2  3 |
| To embed inclusive practice in the classroom so that over time all pupils achieve highly, particularly the most disadvantaged and pupils with SEND. (KP1) | <https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching> | 1  2  3 |
| Curriculum development (KP2)  (OFSTED AfI) | <https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-knowledge-rich-anyway> | 1 |
| Further develop the role of the Pastoral Lead | Trauma informed practice  <https://www.hampshirescp.org.uk/wp-content/uploads/2021/05/2021-05-Practitioner-Guide-Trauma-Informed-Practice.pdf> | 5 |
| Explore and embed approaches to feedback in the classroom | Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>  <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf> | 4 |

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

Budgeted cost: £ 20,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Use of standardised diagnostic assessments | <https://www.nfer.ac.uk/for-schools/products-services/nfer-tests/>  <https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf> | 1  2  3 |
| 1:1 and small group same-day and planned interventions provided by teachers and LSAs | The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months’ progress lies between these figures.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 2  3  5 |

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

Budgeted cost: £20,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Family support worker | [Parental engagement | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) | 5  6 |
| Further development of pastoral support  ELSA | The average impact of metacognition and self-regulation strategies is an additional seven months’ progress over the course of a year.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>  Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Estimated progress +4 months  <https://educationendowmentfoundation.org.uk/education%20evidence/teaching-learning-toolkit/social-and-emotional%20learning> | 5  6 |

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| Funding of school visits and enrichment activities | Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.  Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.  <http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf> | 4 |