

Orleans Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Orleans Primary School
Number of pupils in school	453
Proportion (%) of pupil premium eligible pupils	31 pupils (including 4 post-LAC and 2 LAC) 7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years
Date this statement was published	September 2022
Date on which it will be reviewed	Mid-year: February 2023 Year end: June 2023
Statement authorised by	Pip Utting
Pupil Premium Lead	Alex Jones
Governor / Trustee lead	Mark McKiernan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,695
Recovery premium funding allocation this academic year (£145 per pupil)	£4,496
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£52,190

Part A: Pupil premium strategy plan

Statement of intent

At Orleans Primary School we aim to provide a happy, stimulating and secure community for every child. This, in conjunction with a rich and challenging learning experience, will ensure that all children reach their full potential, both emotionally and physically, and are completely prepared to take their place in our diverse world.

Everyone who works in our school is valued as an individual and staff work as a team, sharing expertise, knowledge and skills. Orleans strongly values the partnership between home, school and community.

In addition, our principal aims are to:

- Instil in our pupils the ability to be effective learners and take ownership of their learning;
- Ensure children have the confidence to take risks;
- Provide children with a positive self-image;
- Develop a sense of personal responsibility and encourage high standards of behaviour;
- Help children learn to celebrate their achievements, recognise individual success and develop resilience;
- Celebrate and nurture the children's diversity, provide equality of opportunities and ensure they are aware of their rights and responsibilities.

Challenges

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

Challenge number	Detail of Challenge
1	Slower progress of PPG pupils in Years 5 in Reading, Writing and Maths, compared to their cohort
2	Lower PPG attainment in Writing
3	Ensuring vulnerable families continue to access the support they need, to ensure their children feel positive and successful
4	Limited opportunity for life-enhancing experiences and learning opportunities outside of school
5	Attachment-related needs and difficulties in establishing and maintaining secure relationships with others (particularly for those who are post-LAC/LAC)

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
PPG pupils in Years 5 to make accelerated progress in Reading, Writing and Maths	<p>PPG data 2022-2023:</p> <ul style="list-style-type: none"> At least 6 steps of progress in Reading, Writing and Maths <p>Measure: Target Tracker, NFER assessments, SATs assessments, Intervention pre and post assessments.</p>
Raise the percentage of PPG pupils achieving the expected standard in Writing	<p>PPG data 2022-2023:</p> <ul style="list-style-type: none"> At least 6 steps of progress in Reading, Writing and Maths <p>Measure: Target Tracker, internal and external writing moderation sessions, Intervention pre and post assessments.</p>
Vulnerable families continue to access the support they need, to ensure their children feel positive and successful	<ul style="list-style-type: none"> Parent surveys show that parents feel supported by the school High attendance of PPG parents accessing training sessions and appropriate support from outside agencies PPG pupils attend weekly Home Learning Club <p>Measure: analysis of surveys, Target Tracker, qualitative data from teachers / parents, emotional health service feedback, Home Learning Club registers.</p>
Enrich children's cultural capital through providing wider experiences and learning opportunities	<ul style="list-style-type: none"> PPG pupils attend school visits outside of school e.g. museums PPG pupils attend sessions delivered by visitors to school e.g. workshops PPG pupils attend at least one extra-curricular club, in addition to Home Learning Club <p>Measure: Monitor PPG attendance on school visits, during school-based workshops and at extra-curricular clubs.</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: £9540

Activity	Evidence that supports this approach	Challenge number(s) addressed

Quality First Teaching / Inclusive Teaching	EEF: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.	1 and 2
Senior Leaders and experienced teachers to support less experienced teachers e.g. through peer observations, joint planning, data analysis etc.	EEF: Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1 and 2
Regular, continuing professional development for all teaching and support staff.	Providing teachers with high-quality training and development will boost pupil attainment and earnings, and may tackle retention problems in the profession, a cost-benefit analysis study from the Education Policy Institute (EPI) commissioned by Wellcome has shown.	1 and 2
PPG Lead Advocate	It has been identified that having a specific person/people to monitor, spend, track progress and to determine interventions enables the PPG budget to be spent effectively.	All
PPG Lead will focus on raising standards across the school. Identifying needs by analysing data, researching effective programmes/strategies and then developing a strategic action plan.	The Education Endowment Foundation (EEF), together with the Sutton Trust, published the report Pupil Premium: Next Steps https://www.suttontrust.com/wp-content/uploads/2019/12/Pupil-Premium-Summit-Report-FINAL-EDIT-1.pdf In order to enable effective use of the budget, school staff need to develop their skills in three essential areas: interpreting pupil data, examining the evidence on which interventions have been shown to work and evaluating the results of pupil premium spending in their school through working with the school governor. OFSTED identified that the best practice, when using the PPG budget, is through schools allocating their best teachers to teach intervention groups to improve mathematics and English. OFSTED identified that where schools spent the Pupil Premium funding successfully to improve achievement, they ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils.	
Attachment Aware refresher training for all staff	By developing an understanding of attachment theory, practitioners are able to apply this knowledge to their own practice for the benefit of all pupils; in particular those with attachment difficulties and other vulnerable learners.	5

	This can help to improve attainment, behaviour and overall wellbeing for both pupils and staff (emotionallyhealthyschools.org)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch-Up Literacy Intervention	<p>EEF Toolkit identifies that one-to-one tuition can be effective, delivering approximately five additional months progress on average. Short, regular sessions (about 30 minutes, three–five times a week) over a set period of time (6–12 weeks) appears to result in optimum impact.</p> <p>This intervention is based on rigorous academic research and is targeted to the needs of individual learners. They involve 15-minute individual sessions delivered twice a week by HLTAs.</p> <p>As a result of this intervention, research has shown that children achieve double the normal rate of progress in their Reading. It improves learners' confidence, behaviour, and engagement with the whole curriculum.</p>	1 and 2
Writing Conferencing	<p>EEF Toolkit identifies that one-to-one tuition can be effective, delivering approximately five additional months progress on average..</p> <p>OFSTED identified that the best practice, when using the PPG budget, is through schools allocating their best teachers to teach intervention groups to improve mathematics and English.</p>	1 and 2
Same Day Interventions (maths)	<p>Same day interventions allow children to feel valued as part of the class, not segregated from it. They can discuss the shared learning with their peers, not feel excluded from it. They can learn through whole class discussion, not be removed from it.</p>	1
Pre-teach sessions (maths)	<p>EEF Toolkit states that small group tuition is effective and the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	1

	This enables the children to make progress with more personalised provision and reviewing basic skills, thus resulting in more sound understanding.	
Phonics Intervention - Read Write Inc	EEF: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1
Tuition from NTP	EEF Toolkit identifies that if there are explicit links to learning in class and that tutoring is in addition to the learning, then this can add 5 months progress. It is acknowledged that: '...for struggling pupils, tutoring can boost confidence and give previously underperforming children a track record of success.'	1 and 2
Fix It Writing Intervention	'Fix it Writing' has been designed to support teachers and teaching assistants in identifying and improving students' writing. Ideal for targeted support and intervention sessions at KS2 Areas of focus include: writing and punctuating sentences; planning, organising and linking ideas and paragraphs and choosing effective words.	2
Reading Intervention - Head Start Programme	By improving reading fluency, students gain the ability to read smoothly and more efficiently which can be an advantage to all parts of their education. Reading interventions also help to build and expand a student's vocabulary.	1
Maths Interventions using Gap Analysis and Maths Mastery resources	We use data to identify the children at risk of underachieving and pinpoint aspects of mathematics that are presenting barriers to their learning. We look out for children who have low confidence in mathematics and work to build up children's self esteem, whilst offering genuine challenge and setting high expectations. We adopt a range of teaching approaches, taking into account the needs of individuals and groups of children.	1
Fine Motor Skills Intervention	Occupational therapy: Children, Young People & Families Department Warwickshire County Council programme. The hands play an important role in most occupations that we perform. From writing, to tying, getting dressed, feeding oneself...most of our day to day tasks involve using our hands. So, when fine motor control and dexterity impacts functional performance, it can be a reason to work on motor control of the hands.	2

Spelling Intervention - Anyone can spell it	Students build up from spelling single words to using them in longer sentences. These all provide motivating opportunities to revisit the spellings and consolidate learning, thereby helping the transfer of skills from initial learning to use in general writing.	2
Drawing and Talking Intervention	Drawing and Talking is one of the UK's leading mental health training companies, having created its own technique in 2003. The Drawing and Talking technique is a short term, time-limited therapy to be used with anyone (age 5+) who has suffered trauma or has underlying emotional difficulties. It supports those who are not realising their full potential either academically or socially. After completion of Drawing and Talking Therapy, children are more able to control their behaviour, better able to access an academic curriculum and most importantly have higher self-esteem; this allows them to thrive in the world around them.	3

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

Budgeted cost: £1895

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Health Service – supporting pupils, parents and staff	<p>Working to deliver therapy and support children to work through challenges and difficulties.</p> <p>Public Health England published a report for head teachers and school staff outlining the link between pupil health and wellbeing and attainment: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</p> <p>It has been identified that learning social and emotional skills can have a positive impact on pupil attainment. Emotions can support or impede pupils' learning, their academic engagement, work ethic, commitment, and ultimate school success.</p> <p>A number of specific social and emotional competencies have positive effects on academic achievement:</p> <ul style="list-style-type: none"> • Pupils who are confident about their learning and who have a 'growth mind-set' (they believe their most basic abilities can be developed through dedication and hard work) persist when faced with challenges • Pupils who can set goals, manage stress and organise their school work achieve higher grades 	3 and 5

	<ul style="list-style-type: none"> • Pupils who use problem-solving skills to overcome obstacles do better academically <p>OFSTED has identified a strong correlation between schools that achieved a high grade for personal, social, health and economic education (PSHE) and those that were graded outstanding for overall effectiveness.</p> <p>Key evidence:</p> <ul style="list-style-type: none"> • an 11% boost in results in standardised achievement tests has been linked to school programmes that directly improve pupils' social and emotional learning • Whole-school approaches to social and emotional learning, universally implemented for all pupils, strongly correlate with higher attainment 	
Educational Psychologist	<p>An educational psychologist (EP) is used to support children who may present with a variety of additional needs. We will use this service in a variety of ways:</p> <ul style="list-style-type: none"> -To support families who may need further advice at home to support their children - To conduct assessments to determine a child's area of SEN -To provide guidance to teaching and support staff around strategies to support specific children -To deliver interventions to target specific children's needs 	1, 2 and 3
Allotment groups and resources / Meditation Garden	<p>To develop social skills and an understanding of nature and healthy eating.</p> <p>To develop an understanding of what is needed to grow a successful garden.</p> <p>To maintain the garden throughout the year so that all children can use this space.</p>	3, 4 and 5
Financial support with uniform, school visits, clubs etc.	<p>To ensure all pupils have equal opportunity to attend visits, clubs and other school events.</p> <p>Children are able to access opportunities which would otherwise be unavailable to them, broadening their experiences.</p> <p>Improved confidence and engagement in curriculum activities.</p>	3 and 4

Total budgeted cost: £52,190

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 2021 to 2022 academic year.

<p>Pupils had access to all clubs and extra curricular activities. All PPG pupils had full access to trips and visits across all years. Pupils had access to high quality interventions and emotional literacy support throughout the year.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.