

## PPG strategy statement 2020-2021

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**Governor lead:** Mark McKiernan

**Date of next review:** 22nd February 2021

### Our vision:

***Our motto: A love of learning, for life, for all***

*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.*

### Our PPG numbers and funding allocation can be broken down as follows:

Number of pupils on roll	466	Number of Ever 6 FSM	17 not including those that are Post LAC	Number of LAC or Post-LAC (PPG+)	8	Number of EYs (nursery) PPG	tbc
Percentage of PPG & PPG+ pupils	5.4%	Ever 6 Funding	£22,865	Funding	£18,760	Funding	tbc
<b>Total number on PPG register</b>	<b>25</b>	<b>Total funding for KS1/2 (including LAC/Post-LAC)</b>	<b>£41,625</b>	<b>Total funding across whole school, including EYs</b>	<b>tbc</b>		

The term 'PPG' is used throughout this document to refer to children in the categories Ever 6 FSM, LAC and Post LAC, for whom the school receives funding through the Pupil Premium Grant. This includes children in Reception, Key Stage One or Key Stage Two. For our Nursery pupils they are allocated funding through the Early Years Pupil Premium Grant

### **Main approaches of our school**

At Orleans, we believe all children should be encouraged to be ambitious and achieve their best. We believe in opportunity for all, and we are committed to ensuring that every child reaches their full potential academically, socially and emotionally, ensuring they are ready to transition to secondary school and beyond. We recognise that PPG provision is central to our whole school approach.

We recognise that each child entitled to PPG is unique in their situation and has different needs; needs which are varied and complex across the school. With this in mind, at Orleans we have built the capacity and expertise to enable us to provide a highly personalised programme of support so that each child can reach his/her full potential. Our overall aim in using PPG is to extend opportunity and to narrow the attainment gap between those entitled to this funding and their non-disadvantaged peers nationally.

Although it can be difficult to identify main presenting barriers for the group as a whole, we recognise that several of our disadvantaged children experience one or more of the following:

- Limited speech, language and communication skills
- English as an Additional Language (EAL), which we have identified can reduce the potential for learning support at home
- Limited breadth of enhancing life experiences and learning opportunities outside of school – *see Cultural Capital Page*
- Attachment related needs and difficulties establishing and maintaining secure relationships with others (particularly for those who are 'Post-LAC')
- Poverty in the home-setting, impacting on nutrition, sleep, health and wellbeing within the family, space, access to books and resources for learning
- Lower self-esteem or emotional wellbeing

### **What are the main approaches we use to ensure our disadvantaged children make progress and achieve?**

- **Quality First teaching by all staff in school; this will be evaluated as part of our monitoring and assessment cycle by Senior leaders and Phase Leaders. All staff receive training in our weekly CPD training sessions on a range of topics that will enhance this area as well as each year group attending SPARK best practice networks.**
- **Same day interventions in Maths are in place across the school to ensure that children are able to keep up with the pace and learning of the lessons. They are able to work in small groups to go over any learning where misconceptions have arisen.**
- **Pre teach lessons are to be planned by all teachers for small groups of children that require further support in Maths. In these sessions, concepts are pre taught to enable pupils to then feel confident in the main lesson and give them opportunity to practice skills to embed them.**

- Targeted questioning in class, is an area that the school has focused on over the last few academic years in CPD and through observations. We know that through direct questioning in class we can elicit understanding from our pupils that furthers their understanding of topics and ensures that all pupils are challenged in their thinking and questioning skills. PPG pupils are highlighted by teachers for direct questioning to both help them further develop and ensure they are focused throughout lessons.

1. Current attainment for July 2019 –Year 6 (4 pupils) Due to Covid results for 2020 are not available		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
	<i>Expected EXP/Exceeding GDS</i>	<i>Expected EXP/Exceeding GDS</i>
% achieving in reading, writing and maths	100%	65%
% making progress in reading (expected and exceeding)	100% / 50%	73% /27%
% making progress in writing (expected and exceeding)	100% /25%	78% / 20%
% making progress in maths (expected and exceeding)	100% /50%	79% /27%
Progress score in reading	+7.8	+4.0
Progress score in writing	+2.4	+1.7
Progress score in Maths	+3.6	+2.2

Our PPG strategy is based on the Educational Endowment Fund's (EEF) tiered approach, which is broken into three primary categories of spending:

- Quality first Teaching specifically professional development, recruitment and retention, and support for early career teachers
- Targeted Academic Support specifically interventions and one-to-one support where necessary but also ensure that pupils do still receive a broad and balanced curriculum and not always miss the same lesson
- Wider strategies specifically specifically behaviour approaches, breakfast clubs, attendance and parental engagement

**Pupil Premium Grant Allocation 2020/21:**

(rounded to £41,600 for the purpose of planning)

<p><b>Quality Teaching</b></p> <p><b>Rationale:</b> We know that quality teaching has the greatest potential to raise standards for all children, but especially disadvantaged children, and therefore investment in teaching staff: recruitment, retention and quality training is imperative. We are all learners – whatever our role – and we want our staff to be continually developing and striving for improved outcomes.</p>					<p><b>Approx. contribution from Pupil Premium Grant: £24,042</b></p>
<p><b>Action</b> <i>What do we want to happen?</i></p>	<p><b>Desired outcome</b></p>	<p><b>Implementation</b> <i>(how, who and when?)</i></p>	<p><b>Measuring impact</b> <i>(what we are going to look at)</i></p>	<p><b>Approx cost</b></p>	<p><b>Impact and Evaluation notes</b></p>
<p><b>Staffing &amp; recruitment:</b></p>					
<p><b>Experienced phase leaders and teaching staff across the school supporting new teachers-</b></p>	<p>Expertise shared among staff, phases are to be released for PPA together which will build communication and leadership.</p> <p>PPG pupils need to make the same progress as non PPG relative of starting points. PPG pupils have to make 6/7 steps of progress per year to be in line with peers.</p> <p>Due to Covid 19 impacting last years data, we expect pupils to make between 4-6 steps of progress from their</p>	<p>Writing conferencing from experienced teachers to support feedback English leads from Sep 2020</p> <p>Planning and assessment support for NQT's from SLT NQT mentors ongoing</p> <p>Assessment support for NQT's from Inclusion manager termly</p> <p>PM observations of teaching staff to include focus on provision for and progress of PPG (SLT)</p> <p>Leader of learning to support NQT's with tailored interventions in class in core</p>	<p>Observation of learning and progress in all year groups – including pupil voice and evidence of work produced:</p> <ul style="list-style-type: none"> <li>- PPG learning walks</li> <li>- PM obs</li> <li>- Curriculum learning walks and 'book looks'</li> </ul> <p>See monitoring schedule</p>	<p><b>3 x AM sessions for English lead £500</b></p> <p><b>NQT mentor 1 x AM per month £1046</b></p> <p><b>3 x PM Inclusion lead and NQT's £765</b></p>	<p>Covid 19 - school closure</p> <p>No Summer assessments &amp; data available due to closure - all children will be reassessed in Aut 1 on previous years assessments to track progress and attainment</p> <p>We recognise that the learning gap is likely to have widened during closure – but multiple measures were put in place to keep all children engaged &amp; get as many children as possible from disadvantaged groups back into school -weekly phone calls were made to pupils</p> <p><b>Mid-year update:</b> ✓</p> <p><b>End of year evaluation:</b> ✓</p>

[illegible]

<b>Professional development:</b>					
<p><b>Increased coaching and CPD opportunities for teachers, including for:</b></p> <p>- middle and senior leaders, including those new to role (computing, MFL,) - NQT/early career staff/HLTA/LSA</p>	<p>Middle and Senior leaders particularly those newer to the role, are supported and enabled to drive their subject forward effectively and ensure quality-first planning, teaching and assessment strategies which disadvantaged groups will benefit from the most Teachers early in their career are supported to improve standard of teaching through close monitoring and coaching, leading to improved outcomes in all subject areas, especially for disadvantaged groups.</p>	<p><b>Senior leaders:</b> SLT to meet monthly with head teacher, to include discussion of children of concern</p> <p>AfC support for inclusion lead/Designated teacher attendance at PPG network meetings. (Designated teacher)</p> <p>All findings and information disseminated to staff team (all staff)</p> <p><b>Middle leaders:</b> Coaching and support for middle leaders in staff meetings led by (Middle leaders)</p> <p>Ensure cultural capital for all children and curriculum opportunities for disadvantaged (SLT) Ongoing</p>	<p>Performance management review documentation</p> <p>Observation of teaching and learning across the school</p> <p>Evidence of progress in pupil's work and through pupil voice Year group/key stage assessment and progress scores</p>	<p><b>SLT 1.5 hours 1 x per month £4,056</b></p> <p><b>All teachers 1 staff meeting per year £481</b></p> <p><b>SPARK £3,197</b></p>	<p><b>Mid-year update:</b> ✓</p> <p><b>End of year evaluation:</b> ✓</p>

		<p>Middle leaders attend AfC curriculum network meetings and CPD for their subject/key stage ongoing</p> <p>NQT's: Weekly AfC NQT training to continue for NQT's – to ensure quality-first teaching in year group</p> <p>Maths lead to support development of Y5 maths planning and teaching through coaching. (Maths lead) ongoing</p> <p>Leader of learning to support HLTA's in implementing high quality interventions - mentoring new HLTA</p>		<p><b>NQT Induction £593</b></p> <p><b>3 x PM per year £246</b></p> <p><b>LA 5 x PM per year £305</b></p>	
<b>Regular professional development for all teaching and support staff</b>	<b>All staff, regardless of career stage or experience, access weekly in-school training based on SDP priorities and curriculum development, and are therefore better able to deliver quality teaching and support</b>	<p><b>See meeting and monitoring schedule.</b> HT and DHT plan weekly staff meetings and support staff meetings to: - Discuss and action plan for children or families of concern (CCC meetings run by leader of learning) – ensure all staff are supported to plan and be confident to deliver an</p>	<p>Observation of teaching and learning across the school, including through PM obs</p> <p>Evidence of progress in pupil's work and through pupil voice</p> <p>Year group/key stage assessment and</p>	<p><b>Taken from CPD budget (not PPG) £800</b></p>	<p><b>Mid-year update:</b> ✓</p> <p><b>End of year evaluation:</b> ✓</p>

	<b>improved progress of disadvantaged pupils</b>	<p>outstanding curriculum</p> <ul style="list-style-type: none"> <li>- Reflect on needs and progress of disadvantaged pupils, and ensure staff feel well-prepared and supported to meet these children's needs</li> <li>- Train staff on specific intervention programmes or strategies to support children working below potential. weekly throughout year</li> </ul> <p>All teaching staff to attend internal and external writing moderation sessions to build confidence around assessment – taking sample of PPG work in addition to non-PPG</p> <p>PM observations of teaching staff to include focus on provision for and progress of PPG pupils (Head and Deputy) termly</p>	<p>progress scores</p> <p>Staff meetings – reflection and discussion notes</p>		
<b>Attachment training for all staff</b>	<p>The school is in the process of becoming an attachment aware school.</p> <p>Staff will have a better understanding of attachment needs,</p>	<p>DT to attend attachment aware training and deliver training to rest of staff</p> <p>To include specific advice on supporting post-LAC children. (Designated</p>	<p>Observation of key children – improved emotional wellbeing and behaviour, including reduction in behaviour-related incidents recorded on</p>	<p><b>Attachment Aware School award funded by AfC RJ x 4 hours</b></p>	<p><b>Mid-year update:</b> ✓</p> <p><b>End of year evaluation:</b> ✓</p>



	behaviour associated with these, and classroom strategies that can be put in place.  Staff are empowered to support children with complex needs, particularly 'post-LAC' children, leading to improved progress in this group. (Designated teacher)	teacher)  New Designated teacher to share information attachment and quality first teaching shared with all staff (Designated teacher)	Pupil voice – notes from pastoral sessions with AJ (welfare)  Individual case studies	<b>£218</b>	
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<b>Targeted Academic Support</b>					<b>Approx. contribution from Pupil Premium Grant:</b> £15,600
<b>Rationale:</b> We know it is vital that gaps in children's understanding are quickly identified and addressed through targeted intervention and support; this is especially true in the foundation stage and where speech and language barriers exist, so that the attainment gap is not exacerbated at the beginning of their school journey. According to the Education Endowment Fund 'targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment' and this has been verified by our own experiences. We recognise the impact teaching assistants can have on pupil progress, particularly when working in this context, as well as the need for parental engagement and positive collaboration. We have carefully mapped out our interventions to be short sharp and tailored to the needs of individuals					
<b>Action</b> <i>What do we want to happen?</i>	<b>Desired outcome</b>	<b>Implementation</b> <i>(how, what, who and when?)</i>	<b>Measuring impact</b> <i>(what we are going to look at)</i>	<b>Approx cost</b>	<b>Impact</b> <i>(How we will recognise success)</i> <b>Evaluation notes</b>
<b>Interventions:</b>					
<b>High quality interventions - that are rapid, effective and individualised - delivered by teachers and support staff</b>	Children who are not making expected progress are quickly identified, and strategies or interventions planned in	Termly progress meetings scheduled between class teachers and Inclusion leader for all children and on the PPG register. Children	Progress progress meeting notes  Observation of teaching and learning in interventions across	<b>Intervention team staffing costs = 13,896</b>	<b>Mid-year update:</b> ✓  <b>End of year evaluation:</b> ✓

	<p>response, Leading to improved outcomes. leader of learning, SENCO and Inclusion manager to support (Inclusion team) These interventions will be carefully monitored and fit in with our curriculum offer, ensuring that pupils do not miss out on the same lessons each week. Leader of learning to monitor</p>	<p>needing additional support identified and interventions planned. Inclusion teacher</p> <p>Pre-teach to happen daily for identified pupils to keep up or catch up</p> <p>Same day interventions for pupils who need support in maths to happen by class teachers.</p>	<p>the school</p> <p>Evidence of progress in pupil's intervention work and through pupil voice</p> <p>Year group/key stage assessment and progress scores</p>		
<p><b>Homework support for children in KS1/2</b></p>	<p>Children's have an improved understanding and confidence in order to complete home learning.</p> <p>All PPG and PPG+ children offered space at internal home learning club run by HLTA's and teachers (Intervention team)</p>	<p>Class teachers to complete homework survey analysing which children/families have barriers to completing home learning. Sep 20</p> <p>Teachers to monitor who is completing home learning and flag who is not</p> <p>Ensure all children know how to access Google classroom to complete tasks</p> <p>Attendance list to be kept and monitored weekly. Class teachers</p>	<p>Weekly record of attendees</p> <p>Improvement to homework and learning outcomes. Feedback from teaching staff</p>	<p><b>£920 for Home Learning Clubs across the year</b></p>	<p><b>Mid-year update:</b> ✓</p> <p><b>End of year evaluation:</b> ✓</p>

		updated on a weekly basis in case further monitoring or intervention required.			
<b>Targets are set at the beginning of the academic year for end of year outcomes</b>	<p>All children are set targets that will encourage them to aim high. PPG children are given aspirational targets</p> <p>The gap between PPG and non PPG pupils is diminished</p>	<p>PPG pupils need to make the same progress as non PPG relative of starting points. PPG pupils have to make 6/7 steps of progress per year to be in line with peers.</p> <p>In line with the schools Covid assessment strategy - all pupils will be expected to make between 4-6 steps of progress from their initial starting point - these will be discussed in PPM meetings</p> <p>Inclusion lead to track children to ascertain gaps</p>	<p>PPM meetings termly with inclusion lead</p> <p>Target tracker data analysed by Inclusion lead and core subject leads (Inclusion lead, Maths Lead, English lead)</p>	<b>BB x 3 days £784</b>	<p><b>Mid-year update:</b> ✓</p> <p><b>End of year evaluation:</b> ✓</p>

<b>Wider Strategies</b>					
<b>Rationale:</b> (explain what you want to see change and what strategies you know work based on research eg from the EEF toolkit)					<b>Approx. contribution from Pupil Premium Grant:</b> £958
<b>Action</b> <i>What do we want to happen?</i>	<b>Desired outcome</b>	<b>Implementation</b> <i>(how, what, who and when?)</i>	<b>Measuring impact</b> <i>(what we are going to look at)</i>	<b>Approx cost</b>	<b>Impact</b> <i>(How we will recognise success)</i> <b>Evaluation notes</b>
<b>Enrichment:</b>					
<b>PPG pupils have access to clubs and are prioritised on the list -</b>  <b>OPPTA to fun forest school and swimming to allow all pupils opportunities to experience life skills</b>	Children have access to the same opportunities that all our pupils have.  Cultural capital increased and allow them broad and balanced experiences	All PPG pupils offered 2 club school for spring term including home learning club  Inclusion lead to offer clubs prior to list going live	Children develop as whole individuals  Children have a broad and balanced opportunity similar to peers  Children engaged in activities and enjoy the experience  Registers of clubs	<b>See Home Learning Club cost above</b>	<b>Mid-year update:</b> ✓  <b>End of year evaluation:</b> ✓
<b>Wellbeing:</b>					
<b>Adopted and LAC PPG+ pupils make progress in line with peers</b>	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests	Termly coffee mornings with parents to discuss what is going well and what could be improved (held virtually if needed due to covid)  All teachers are aware of attachment and transition as well as		<b>RJ x 3 hours £164</b>	<b>Mid-year update:</b> ✓  <b>End of year evaluation:</b> ✓

	that effective parental engagement can lead to learning gains of +3 months over the course of a year (EEF)	ACE's and how they impact learning.			
<b>All children have access to the meditation garden and allotment as an additional calm space</b>	children know there is a safe space in school to allow them a calm environment if needed	Children taken to space when appropriate		<b>No cost associated</b>	<b>Mid-year update:</b> ✓  <b>End of year evaluation:</b> ✓
<b>Support from Welfare assistant for emotional needs for pupils</b>	Children know there is a adult in school that will listen to them if needed (Welfare assistant)	Welfare assistant to monitor PPG pupils on a weekly basis through a reading checkup and welfare chat  Safeguard referrals to be made where needed  Participation in Place to be mental health course (5 week online course)	<b>notes from weekly meets</b>  <b>CCC meetings</b>  <b>Safeguard weekly briefing</b>	<b>1 hour AJ per week</b> <b>£541</b>   <b>Free - home study</b>	<b>Mid-year update:</b> ✓  <b>End of year evaluation:</b> ✓
<b>Attendance:</b>					
<b>Improve the attendance of PPG pupils</b>	Punctuality and attendance monitored closely by HT - red hot list created weekly  Support for families school and EWO to improve	Weekly class attendance announced in assemblies – winning class receives cup and displayed on attendance noticeboard. weekly  Persistent absentee	<b>Attendance for PPG pupils will be above 96%</b>  <b>Attendance records</b>  <b>Records from parents</b>	<b>JE 1 hour per term</b> <b>£253</b>	<b>Mid-year update:</b> ✓  <b>End of year evaluation:</b> ✓

	attendance and reduced rates of persistent absenteeism in all pupils, including PPG, supporting better progress and attainment	monitoring and support. Yearly traffic light letters  List of vulnerable children/persistent absentees created by HT. Office to notify SLT immediately if children are not in school. Phone call/home visit made (admin team)	meetings with  HT and EWO  Full Governing Body  meeting minutes  Heads report  Red hot list		
<b>Total expenditure:</b>					