

Pupil Premium Strategy Statement – Orleans Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	5% (20 pupils - including 2 Post-LAC and 4 LAC)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	September 2023
Date on which it will be reviewed	Mid-Year - February 2024 Year End - June 2024
Statement authorised by	Phoebe du Parcq
Pupil Premium Lead	Rebecca Johnson
Governor lead	Philip Moshi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,340
Recovery premium funding allocation this academic year	£4,300
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£49,640

Part A: Pupil premium strategy plan

Statement of intent

According to the Education Endowment Foundation (EEF) the disruption to schools during the COVID pandemic may have '*...reversed a decade of progress in closing the attainment gap*'. Evidence tells us that the most disadvantaged pupils have fallen further behind, which may lead to additional challenges during their educational recovery.

In order to meet the needs of our most disadvantaged pupils we follow the EEF's three-tiered approach, which involves high quality teaching, targeted academic support and wider strategies.

The DfE seven building blocks for success underpin our ambition for the most disadvantaged pupils:

1. Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed.
2. Have an individualised approach to addressing barriers to learning and emotional support, at an early stage.
3. Focus on high quality teaching for all, as a universal approach.
4. Focus on outcomes for individual pupils rather than on providing strategies.
5. Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and support staff and ensure they know their pupils well.
6. Make decisions based on data and respond to evidence, using frequent assessment.
7. The leadership team sets ever higher aspirations and devolves responsibility for raising attainment to all staff, ensuring they are equipped with the necessary knowledge and skills to do so.

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

Challenges

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

Challenge number	Detail of challenge
1	<p>Of the 20 pupils eligible for PPG:</p> <ul style="list-style-type: none"> - 25% are on the SEN register - 10% are on the EAL register - 20% are on the LAC register - 10% are on the PLAC register <p>These factors can further impact their attainment.</p>
2	Progress of disadvantaged pupils in key stage 2 is not as rapid as non-disadvantaged pupils.
3	Complex family situations have an impact on pupils flourishing.
4	Opportunities for disadvantaged pupils to develop their cultural capital can be reduced due to financial restrictions.
5	On average our attendance for PPG is 1.4% lower than that of non PPG.

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
Raising standards in reading, writing and maths.	<p>Provision of a broad and balanced curriculum that meets the needs of all learners.</p> <p>Targeted teaching strategies to support the lowest 20%.</p> <p>Pupil progress meetings track the lowest 20% which informs the intervention programs.</p> <p>Suitable adaptations in place across the curriculum in all year groups.</p> <p>Quality assurance strategies ensure robust assessment.</p> <p>School governors execute their statutory duties and are involved with quality assuring standards.</p> <p>Professional development to support the implementation of quality first teaching.</p> <p>Learning support is embedded and is responsive to the needs of the learners.</p> <p>Staff training / mentoring focuses on improving standards and developing a coherent vision.</p>
Accelerated progress is made in reading, writing and maths.	<p>Accelerated progress for identified children from agreed starting points.</p> <p>Pupil progress meetings - gaps will be identified and strategies used to close those gaps</p> <p>Increased percentage of disadvantaged pupils achieving age related expectations.</p>

Children's life experiences will not present as a barrier to their ability to thrive in school.	<p>Nursery home visits will provide a well rounded understanding of individuals and their development stage.</p> <p>The EYFS curriculum and experiences will support pupils' development and a greater number of disadvantaged will achieve GLD.</p> <p>Children will be able to access wellbeing support through the school ELSA and external agencies that can promote positive mental health.</p> <p>Development of the Mental Health in Schools Team (MHST) support program.</p> <p>Increased parental engagement.</p>
No child will miss out on opportunities provided by the school and partners due to their financial circumstances.	<p>Disadvantaged pupils will have access to all trips, visits and clubs provided by school.</p> <p>Wider Opportunities will be open to all pupils regardless of background.</p> <p>Signposting disadvantaged families to local wider opportunities i.e. school holiday clubs, FUEL and Moorhead Cricket Club</p>
All PPG children have at least 96% attendance.	<p>Updated attendance policy and procedures for lateness.</p> <p>Greater engagement with parents to improve attendance and punctuality.</p> <p>Develop flow-charts that clearly outline procedures for non attendance and lateness and the whole parent body is aware of them.</p> <p>Using a multi-agency approach to support families.</p> <p>Whole school attendance is in line with national.</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: £11,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>QFT - SPARKEd Whole school Project in collaboration with School Improvement Team at Local Authority</p> <p>10 AfC credits (out of total 28 for the year)</p> <p>50% of total £5,000</p>	<p>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.</p>	1, 2

Cover to support teachers undertaking professional development (approx 15 days across the year, based on £250 per day) £3,750	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, 2
ECT Mentoring Leadership time for mentoring ECTs: 50% of total £870	Opportunities to deepen knowledge, skills and practice will be sought out, with appropriate mentoring and monitoring in place.	1, 2
Attachment Aware Accreditation and Training £1795	AfC Virtual School's Attachment Aware Schools Award runs across an academic year and is designed to support schools to identify an area of attachment aware and trauma informed practice they would like to develop across their whole school throughout their time on the project.	3, 5

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

Budgeted cost: £34,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Intervention Support (NTP) <i>Tutor for 10 weeks per term £11,025</i>	EEF: Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. EEF: Where tuition is delivered by volunteers or teaching assistants there is evidence that training and the use of a structured programme is advisable.	1, 2, 5
Teaching Assistant Interventions <i>£15 per hour / approx £600 per week / 38 weeks £22,800</i> Phonics Reading Maths	EEF: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. EEF: Small group tuition has an average impact of four months' additional progress over the course of a year.	1, 2, 5
Purchase and roll out RWI Fresh Start programme for Y5 and Y6 <i>£500</i>	EEF: Small group tuition has an average impact of four months' additional progress over the course of a year.	2, 3

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

Budgeted cost: £3,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA</p> <p><i>5% of total cost: £1,250</i></p>	<p>EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p>	1, 2, 3, 4, 5,
<p>EP Service</p> <p>(specific focus on embedding Zones of regulation across the whole school and individual work with pupils / staff training / parent information sessions)</p> <p><i>5% of total cost £150</i></p>	<p>EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>EEF: The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>EEF: Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p>	1, 2, 3
<p>Trips/Visits</p> <p><i>Approx £2000</i></p>	<p>The school subsidises educational visits and trips for pupils eligible for PPG, offering a 50% subsidy on all trips including residential. Educational visits, when well planned and accessed, can inspire interest in learning and encourage engagement in classroom learning.</p>	3, 4
<p>Club Provision</p> <p>£500</p>	<p>The school funds a selected number of places at extra curricular clubs to support access to enrichment opportunities for disadvantaged pupils.</p> <p>PPG pupils are invited to attend home learning club to support their learning in a quiet space with suitable devices available. EEF</p>	1, 2, 3, 4

Total budgeted cost: £49,640

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 SATs: R 60% EXS 0% GDS; **GPS** 80% EXS 0% GDS; **W** 60% EXS 10% GDS; **M** 20% EXS 0% GDS

Y4 MTC: 1 x 2; 1 x 19; 1 x 12

KS1 SATs: R 60% EXS 40% GDS; **W** 40% EXS 0% GDS; **M** 40% EXS 0% GDS.

Y2 Phonics (retakes): 100% Wa

Y1 Phonics: 100% Wa

EYFS GLD: 50%

Year 5

Below	On Track or higher	Higher
2 (50.0%)	2 (50.0%)	0 (0%)
3 (75.0%)	1 (25.0%)	0 (0%)
3 (75.0%)	1 (25.0%)	0 (0%)
Below in one or more	On Track or higher in all	Higher in all
3 (75.0%)	1 (25.0%)	0 (0%)

Year 4

Below	On Track or higher	Higher
2 (66.7%)	1 (33.3%)	1 (33.3%)
3 (100%)	0 (0%)	0 (0%)
1 (33.3%)	2 (66.7%)	1 (33.3%)
Below in one or more	On Track or higher in all	Higher in all
3 (100%)	0 (0%)	0 (0%)

Year 3

Below	On Track or higher	Higher
0 (0%)	2 (100%)	1 (50.0%)
0 (0%)	2 (100%)	0 (0%)
0 (0%)	2 (100%)	1 (50.0%)
Below in one or more	On Track or higher in all	Higher in all
0 (0%)	2 (100%)	0 (0%)

Year 1

Below	On Track or higher	Higher
0 (0%)	2 (100%)	0 (0%)
0 (0%)	2 (100%)	0 (0%)
0 (0%)	2 (100%)	0 (0%)
Below in one or more	On Track or higher in all	Higher in all
0 (0%)	2 (100%)	0 (0%)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Keep Active / mentor sessions weekly for all PPG pupils	Craig Brown Ltd

Further information (optional)

OPPTA (School PTA) Funding

OPPTA subsidise whole school events for PPG pupils i.e summer fair tokens, and specific year group costings such as Y6 leavers year book and jumpers.