

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% (21 pupils - including 1 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	September 2025- September 2028
Statement authorised by	Daniel Bishop
Pupil Premium Lead	Daniel Bishop
Governor lead	Philip Moshi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,260
Recovery premium funding allocation this academic year	£0
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	£33,260

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	Of the 21 pupils eligible for PPG: -1 LAC Child 5% -5 EAL 24% -7 SEN 33%

	These factors can further impact their attainment.
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>

	Increased parental engagement.
No child will miss out on opportunities provided by the school and partners due to their financial circumstances.	Disadvantaged pupils will have access to all trips, visits and clubs provided by school. Wider Opportunities will be open to all pupils regardless of background. Signposting disadvantaged families to local wider opportunities i.e. school holiday clubs, FUEL and Moormead Cricket Club
All PPG children have at least 96% attendance.	Updated attendance policy and procedures for lateness. Greater engagement with parents to improve attendance and punctuality. Develop flow-charts that clearly outline procedures for non attendance and lateness and the whole parent body is aware of them. Using a multi-agency approach to support families. Whole school attendance is in line with national.

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: £9,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessments and Gap Analysis Support internal data gathering to establish strengths and gaps where targeted intervention is needed either through 1 to 1 tutoring or small intervention groups.	These assessments and added tools and staff training support staff in identifying those pupils who need additional support or one to one or group sessions. Through the analysis, it enables all staff to know the gaps for the individual, class and year group to enable individuals or groups to be targeted EEF evidence +4 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	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
<i>Attachment Aware training and project</i> £2,500	EEF evidence +4 As a school we are continuing to develop our understanding of trauma informed behaviour management and the importance of a nurturing and supportive environment supported with clear boundaries and safe space for children. This is being developed through the Attachment Aware Schools silver Award and involves the development of a trauma informed behaviour policy, whole school staff training (to ensure consistency of language and knowledge) and targeted support for children where the universal offer no longer meets need.	3, 5

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

Budgeted cost: £17,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant Interventions <i>£15 per hour / approx £300 per week / 38 weeks £11,400</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
Staff training related phonics for all staff £300	EEF: Small group tuition has an average impact of four months' additional progress over the course of a year.	2, 3
Additional Support in Year 6 to allow class teachers to focus support on individuals and small groups (spring and summer terms) £6000	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, 3, 5

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

Budgeted cost: £6,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA 5% of total cost: £1,250</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>1, 2, 3, 4, 5,</p>
<p>EP Service (specific focus on embedding Zones of regulation across the whole school and individual work with pupils / staff training / parent information sessions) 5% of total cost £150</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>	<p>1, 2, 3</p>
<p>Trips/Visits Approx £3000</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>	<p>3, 4</p>
<p>Club Provision £1000</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>	<p>1, 2, 3, 4</p>
<p>Wider Opportunities £1000</p>	<p>Skerries for Schools (Y6 only) is a water based intervention for targeted Year 6 children to improve self esteem, team work and give them a unique and enriching experience. We also offer bespoke enrichment for vulnerable groups throughout the year.</p>	<p>4</p>

Total budgeted cost: £33,820

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Through the implementation of our current pupil premium strategy, we are beginning to see the positive impact of targeted approaches in raising standards across reading, writing and maths. High-quality teaching, strengthened by ongoing professional development and mentoring, is ensuring that all staff have the skills to meet the needs of disadvantaged learners. Interventions led by teaching assistants, alongside the use of programmes such as RWI Fresh Start, are enabling pupils to make accelerated progress from their starting points. In addition, the focus on pupil progress meetings ensures early identification of barriers and timely action, which is helping pupils gain confidence and independence in their learning.

Wider strategies are also contributing to improved outcomes and engagement for disadvantaged pupils. Access to ELSA support and external mental health services is promoting wellbeing and resilience, which underpin academic success. Enrichment opportunities, including subsidised trips, clubs and wider community engagement, ensure no child misses out due to financial circumstances and broaden pupils' cultural capital. Stronger parental engagement, improved attendance procedures and high-quality early years provision are also laying the foundations for long-term success. Collectively, these approaches are having a positive effect on disadvantaged pupils' progress, wellbeing and access to opportunities, ensuring that all learners are supported to thrive both academically and personally.

National Data Points

KS2 SATs:

Subject / Measure	PPG Pupils	All Pupils
RWM Combined (Reading, Writing & Maths)	33% (1 out of 3)	72%
Reading (Expected Standard)	66% (2 out of 3)	87%
Writing (Expected Standard)	33% (1 out of 3)	80%
Maths (Expected Standard)	66% (2 out of 3)	90%
Grammar (Expected Standard)	66% (2 out of 3)	87%

Y4 MTC: 5 PPG children took the MTC in 2024-2025 The mean score was 16/25 compared with 20/25 from all pupils.

Y2 Phonics (retakes):

Y1 Phonics: 60% (3 out of 5) of pupils with PPG achieved 32+ compared with 81% of all pupils

EYFS GLD: 80% (4 out of 5) of PPG pupils achieved GLD compared with 80% all pupils

Attendance Data

PPG Pupils at Orleans 95.1% for 2024-2025 up 0.7% on 2023-2024

All Pupils at Orleans 96.21% 2024-2025 up 0.1% on 2023-2024

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.

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