# Pupil premium strategy statement Orleton Primary School

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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 | Orleton C of E Primary School |
| Number of pupils in school  |  175 |
| Proportion (%) of pupil premium eligible pupils | 16% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021(Sept) – 2024 (July) |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022, 2023 |
| Statement authorised by | Adam Breakwell - Head |
| Pupil premium lead | Adam Breakwell and Claire Coleman  |
| Governor | Liz Mackay |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £37315 |
| Recovery premium funding allocation this academic year | £6400 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0£0 |
| **Total budget for this academic year** | £41,670 |

# Part A: Pupil premium strategy plan

##

## Statement of intent

|  |
| --- |
| At Orleton C of E we firmly believe and strive for every child, no matter their background or level of disadvantage, to achieve their potential. To this end, we work hard to ensure that our disadvantaged children achieve at least in line with their peers. Our current plan is multi-faceted across many areas of academic and non-academic elements to ensure the widest possible impact.  |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge  |
| 1 | Attendance of disadvantaged families |
| 2 | * Early reading – disadvantaged children typically enter Reception with lower than average early reading skills
* Core fluency in oracy, maths and writing
 |
| 3 | Social and emotional support for disadvantaged pupils and families (inc mental health) |
| 4 | Disadvantaged families tend have more limited experiences beyond their home life and immediate community |
| 5 | Children from disadvantaged families are less likely to have well developed ‘Positive Learning Behaviours’ (ie growth mindset, resilience, meta cognition and positive mental health) |
| 6  | Academic and social Impact of lock-down upon disadvantaged children and their families. |

## 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 |
| Improve school attendance for target disadvantaged families | Compared to previous academic years, target families attendance will improve significantly or to above 95% |
| Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (reading, writing, maths). Those that have fallen behind make accelerated progress towards catching up.  | All disadvantaged children make expected progress from previous summer and from previous Key Stage outcomes. Pupils will have regular opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental/written arithmetic. |
| Evidence from both statutory and internal data collection that PP children achieve as well as non-PP children across the year in all core subjects. | Data from Data snap-shots and EYFSP, Y1 Phonics screening (and Y2), Y2 SATs and Y6 SATs show little difference between PP and non-PP children. |
|  |  |

## 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

Budgeted cost: £23570

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Train all staff in developing Positive Learning Behaviours through INSET, specialist advisors and the use of our school counselling service to support children and staff. Alongside the use of the jigsaw PSHE programme | The EEF Toolkit suggests that developing aspects such as meta-cognition, growth mindset and resilience (all aspects of the Positive Learning Behaviours approach) has a positive impact (both academically and socially) upon all ages of primary phase children. EEF toolkit suggests that metacognition and self-regulation have a high impact for a very low cost.  | 2, 5, 6 |
| Mastering Number training (YR-Y2) | The EEF Toolkit suggests that a ‘mastery approach’ to learning in mathematics can improve outcomes for children taught in this way. This is a new approach being spear-headed by the NCETM and the local Salop Maths Hub | 2, 6 |
| Additional support in all classes for targeted catch up in phonics, reading, writing and mathematics within morning sessions | The EEF suggests TA interventions, phonics support and reading comprehension strategies alongside mastery of learning are low cost high impact ways to drive learning | 2,5,6 |
| Adoption of tapestry for across KS2 to support effective feedback and planning for foundation subjectsRobust monitoring arrangements to ensure all learners are making progress from starting points with specific focus on PP | The EEF Teaching and Learning toolkit suggests that there is moderate to high impact upon learning for low to moderate cost as this increases the assessment | 2, 6 |
| Continuing targeted speech and language support | EEF toolkit suggest that oral language interventions and initiatives have a moderate impact for very low cost. | 2, 6 |
| Development of reading comprehension strategies across KS2 classes | EEF toolkit  | 2, 6 |
|  | EEF toolkit | 2, 6 |
| CPD and support for reading fluency and comprehension strategies | EEF toolkit identifies this as having very high impact for very low cost | 2, 6 |
| Targeted maths support – some 1 to 1 alongside small group work especially within year 6 with additional teachers | EEF Toolkit identifies 1-to-1 tuition as having high impact for moderate cost. | 2, 6 |

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

Budgeted cost: £7600 £11600

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 123 Maths intervention | EEF Toolkit identifies small group tuition as having a moderate impact for low cost. It also identifies teaching assistant interventions as having a moderate impact for moderate cost. | 2, 6 |
| Rapid Read / Toe by toe / one to one reading focussing on reading and comprehension | EEF Toolkit identifies small group tuition as having a moderate impact for low cost. It also identifies teaching assistant interventions as having a moderate impact for moderate cost. | 2, 6 |
| Teacher and Teaching Assistant catch-up sessions | EEF Toolkit identifies small group tuition as having a moderate impact for low cost. It also identifies teaching assistant interventions as having a moderate impact for moderate cost. | 2, 6 |
| Additional Teaching Assistant hours to support targeted areas of core subjects both in and out of core lessons | EEF Toolkit identifies 1-to-1 tuition as having high impact for moderate cost. It also identifies teaching assistant interventions as having a moderate impact for moderate cost. | 2, 6 |
| Phonics Booster sessions across EYFS and KS1 | EEF Toolkit identifies 1-to-1 tuition as having high impact for moderate cost. It also identifies teaching assistant interventions as having a moderate impact for moderate cost.  | 2, 6 |

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

Budgeted cost: £6500

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance support programme for target families | There is a direct link between school attendance and academic outcomes. If we can increase the attendance then there is a much greater chance of success for disadvantaged children.  | 1, 6 |
| Financial support for extra-curricular activities and pursuits (inc, clubs, residentials, music tuition, hire of equipment etc) | EEF toolkit supports many of the elements of engagement that this funding underpins.  | 2, 3, 6 |
| Supporting of wellbeing and mental health including the use of our school counsellor to work with individuals and groups and training to deliver the jigsaw programme for all staff  | Although EEF evidence is unclear on this element, it is clear that this is an element of support that is needed for both children, staff and parents across the community.  | 3, 6 |
| Additional time and support for Early Help for disadvantaged families | EEF toolkit identifies parental engagement as having a moderate impact.  | 3, 6 |
| Training from our school counsellor to support key staff in supporting children and working with parents to engage with school and help their children to access learning  | EEF Toolkit identifies: Behaviour interventions, self-regulation, social and emotional learning as having positive impact upon learning.  | 2, 3, 6 |

**Total budgeted cost: £41670**

# 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been collected or published for 2019-20 and 2020-21. Internal outcomes or any other forms of data will not be used to hold schools to account during these periods.