# Pupil premium strategy statement Orleton Primary School

## This statement details our school’s intended use of pupil premium (and recovery premium for the 2023 to 2024 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

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| Detail | Data |
| School name | Orleton C of E Primary School |
| Number of pupils in school | 177 |
| Proportion (%) of pupil premium eligible pupils | 10.7% |
| 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 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Adam Breakwell - Head |
| Pupil premium lead | Adam Breakwell |
| Governor | Sallie Peacock |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £38,145 |
| Recovery premium funding allocation this academic year | £2755 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0  £0 |
| **Total budget for this academic year** | £40,900 |

# Part A: Pupil premium strategy plan

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## Statement of intent

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| 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.

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| 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.

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| Intended outcome | Success criteria |
| Improve school attendance for target disadvantaged families | Compared to previous academic years, target families attendance will improve significantly to or above 96% |
| 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. In fact in 22 /23 SAT’s results PP children out performed their non PP classmates and other children nationally. |
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## 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: £12,700

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Train all staff in developing Positive Learning Behaviours through INSET and use of our school counselling service to support children and staff. Alongside the use of the jigsaw PSHE programme (maybe replaced by another programme this academic year following review). | 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) and further support in delivery. Training has now been delivered and we are now embedding this. | 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 |
| Training in and purchase of new materials for Read, write, inc phonics.  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 |
| Training in and investment of staff time in Talk for writing approach to writing | EEF toolkit, quality training for all staff to deliver and consistent approach in this area across the school. | 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 |
| Training in and development of new Grammar and spelling resources (grammar Ninja and spelling shed). | The EEF suggests TA interventions, phonics support and reading comprehension strategies alongside mastery of learning are low cost high impact ways to drive learning. We believe this will also be the case for our new grammar and spelling approach. | 2,5,6 |
| Development of reading comprehension strategies across KS2 classes | EEF toolkit | 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: £17900

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| 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 |
| 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, Ks1 and into KS2 for those who need it | 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 |
| Tutoring after school with teacher and TA support. Teachers working with year 2 -6 in small groups after school. | EEF Toolkit identifies 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: £10,300

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| 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) £200 per child | 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: £40,900**

# 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 2022 to 2023 academic year.

By the end of KS2 all children in receipt of pupil premium performed above the levels found nationally in Reading, Writing and Mathematics. This is true for those achieving both the greater depth and expected levels. These children also achieved at least inline and in some cases above the level of their peers.

Numbers of children in receipt of pupil premium are very low by the end of KS1 and therefore publishing statistical comparisons would identify children easily. We are pleased with the progress made by all children in this group.

In both phonics and the multiplication check those in receipt of pupil premium achieve higher levels than those found nationally and in our cohort as a whole.