

# Pupil premium strategy statement

*At Orchard Primary and Nursery School we are committed to removing barriers to success for all of our children and close any gaps between their peers ensuring that every child maximises their potential. We know that the impact of COVID 19 on disadvantaged pupils is the equivalent to undoing a third of the progress made in the last decade on closing the primary gap in primary schools (DfE, June 2021).*

*With this in mind, it is essential that our school curriculum continues to be designed with equality and equity as a focus. The Pupil Premium Allocation, alongside the Recovery Premium, will be used to overcome challenges faced by our Pupil Premium pupils that are not just academic challenges, but specific factors that are a barrier to learning. We will ensure that the focus continues to be on overcoming these barriers and closing any gaps. We are ambitious for every child in our care and are relentless in our pursuit to enable every child to maximise their potential.*

This statement details our school's 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

Detail	Data
School name	Orchard Primary and Nursery School
Number of pupils in school	311 Plus 29 place Nursery
Proportion (%) of pupil premium eligible pupils	19% (59 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2025/2026
Date this statement was published	December 22 <sup>nd</sup> 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Ms A Prodger (Headteacher) and the Governing body
Pupil premium lead	Mrs Alison Tilstone
Governor / Trustee lead	Mrs Natalie French

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85, 845
Recovery premium funding allocation this academic year	£8, 700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£94, 545

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality-first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Language skills in Foundation Stage are often lower for disadvantaged pupils than other groups. This can in turn hinder their progress throughout school. Identify these children with speech and language skills at a lower point on entry into school and provide intervention and boosters.
2	Improve aspirations and maximise potential of the children so they believe they can achieve the best.
3	Develop and improve disadvantaged pupils writing through vocabulary, spelling and grammar skills – by exposure to a wide range of high-quality texts and a broader range of vocabulary – in particular in standard English.
4	All children leave primary school with a broad knowledge of the world enriched through varied experiences
5	Our observations at playtimes and lunchtimes show that children find difficulties in conflict resolution and engaging in meaningful play at these unstructured times.
6	Monitor and intervene children with lower attendance and punctuality rates and work with parents to support children in their learning.
7	Data from afterschool clubs shows that less of our disadvantaged pupils take part in extracurricular activities. Work with families to ensure home life factors, such as social care involvement and wellbeing issues are not barriers to learning.

## 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
For pupils to have age-appropriate speech and language by the end of Key Stage 1.	<ul style="list-style-type: none"><li>• Additional speech and language provision with the Foundation Stage</li><li>• Explore Universal Speaking toolkit in Foundation Stage</li><li>• Provide CPD training from Notts County Council – Let's Interact</li><li>• Additional speech and language interventions delivered</li></ul>

	<ul style="list-style-type: none"> <li>• Higher percentage of Disadvantaged Pupils passing the Year 1 Phonics test</li> <li>• Training workshops/ information events for parents</li> <li>• Targeted pupils in KS1 and KS2 make progress through the school's communication and language assessments</li> </ul>
More resilient learners, taking on challenges in a positive way.	<ul style="list-style-type: none"> <li>• Disadvantaged pupils' children demonstrate a resilient mindset – evidenced through work in class, pupil dialogue and progress and attainment</li> <li>• Disadvantaged pupils' specific learning walks identify pupils demonstrating positive learning behaviours</li> <li>• Careers days in school led by the local community</li> </ul>
Disadvantaged pupils' children have an increased vocabulary with improved reading and apply in writing.	<ul style="list-style-type: none"> <li>• End of year data shows significant progress of disadvantaged pupils' in reading and writing</li> <li>• Teacher led interventions focus on pupils' specific areas of need (pre and post teaching)</li> <li>• CPD on Talk for Writing for all staff</li> <li>• Quality first Teaching and Learning</li> </ul>
To improve disadvantaged pupils' experience and knowledge of their own community and the wider world.	<ul style="list-style-type: none"> <li>• Teaching will be consistently high quality in all areas of the curriculum</li> <li>• Long term curriculum plans show planned opportunities for authentic experiences within the local community and wider world.</li> <li>• Assessment of the Orchard wider curriculum shows significant progress of Disadvantaged pupils' across the curriculum.</li> <li>• Teachers will effectively use a range of retrieval techniques to build children's schema over time – Teaching and Learning Protocols CPD</li> <li>• Leaders will have supported staff in developing their pedagogy through coaching and high quality CPD</li> </ul>
<p>To improve the quality of play at playtimes and lunchtimes to enable the children to engage in high quality play and to give them the tools to solve any conflict.</p> <p>Orchard children to receive quality play every day.</p>	<ul style="list-style-type: none"> <li>• OPAL play scheme to be introduced across the school</li> <li>• Staff CPD around OPAL including Midday supervisors/ Play leaders</li> <li>• Children to be involved in reflection sessions based around the zones of regulation</li> </ul>

<p>The gap between the attendance and punctuality of PP and Non-PP children to close</p>	<ul style="list-style-type: none"> <li>• Identify specific pupils.</li> <li>• The gap between PP and non-PP children has reduced – currently 91% compared to 94%</li> <li>• School will work successfully to improve the attendance of a small group of disadvantaged children through the development of an attendance graduated approach</li> <li>• School will work with external agencies (where necessary) to provide more intensive support</li> <li>• Offer an invitation only breakfast club 'Munch Bunch' to support disadvantaged pupils' children with attendance</li> </ul>
<p>Pupils who feel secure and fully supported, both academically and emotionally.</p>	<ul style="list-style-type: none"> <li>• Emotional support will be provided as required – ELSA or nurture groups</li> <li>• Mental Health team involved with specific children or families</li> <li>• Workshops for families e.g. sleep techniques</li> <li>• Development of school organisers to include a wellbeing target.</li> </ul>

## 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: £ 56, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to fund a Speech and Language Teaching Assistant (SALT) in school.</p> <ul style="list-style-type: none"> <li>• Provide resources for the above</li> <li>• Continued professional development for all Foundation Stage staff – NCC CPD Let's Interact</li> </ul>	<p>To enable pupils to improve their speech and language skills in the Foundation Stage and in other areas of school.</p> <p>To work with parents supporting their children's development.</p> <p>Pupils in FS make accelerated progress in Communication &amp; Language High staffing levels address low attainment on entry through structured play, a focus on physical development and support for Communication &amp; Language skills</p> <p>Pupils working on individual speech and language programs make good progress through their objectives.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1
<p>To ensure that the teaching of phonics and reading is high quality</p> <ul style="list-style-type: none"> <li>• Provide on-going refresher training and training for new members of staff</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Little Wandle whole school training - CPD</p>	1, 2, 3
<p>CPD given to all staff on Talk for Writing</p>	<p>Collaboration INSET training day.</p> <p>New whole school approach to the writing curriculum.</p>	2, 3, 4

	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a>  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	
<p>CPD given to all staff to further embed the 'OPS Effective Teaching and Learning Protocols' to secure foundational aspects of teaching and learning key to their next stage of development.</p> <ul style="list-style-type: none"> <li>OPS Effective Teaching and Learning Protocols CPD</li> </ul>	<p>Refining the Teaching and Learning approach so that there is a consistent approach throughout the school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><u>Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)</u></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/improving-working-memory">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/improving-working-memory</a></p> <p><u>EEF - Teacher Feedback to Improve Pupil Learning</u></p> <p><u>Hattie: Develop tools to provide feedback to teachers that shapes learning rather than just measuring.</u></p>	1, 2, 3, 4
<p>ECTs provided with support, CPD, release time, mentor support, SLT support to begin their early career in teaching.</p>	<p>We know that high-quality teaching is the thing that makes the biggest difference to young people's academic grades. Yet recruiting and retaining teachers – particularly2, to disadvantaged schools - is challenging. 'Sir Kevan Collins Chief Executive of the EEF'</p>	2, 3, 4
<p>CPD provided on curriculum planning (LTP &amp; MTP) and ensuring children retain knowledge to long term memory.</p> <ul style="list-style-type: none"> <li>Teams to have PPA</li> </ul>	<p>Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new academic year is essential to achieving the best outcomes for pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</a></p>	2, 3, 4, 7



<p>time together</p> <ul style="list-style-type: none"> <li>Release subject leads to work with teams at the point of planning</li> </ul>		
<p>Cover provided to release middle leaders and subject leaders to attend CPD and further enhance the curriculum.</p> <ul style="list-style-type: none"> <li>Collaboration Network meetings to provide subject specific CPD and networking for subject leads.</li> </ul>	<p>Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new academic year is essential to achieving the best outcomes for pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</a></p>	2, 3, 4

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

Budgeted cost: £ 20, 470

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted extra support in R/Y1 – early intervention reading</p> <ul style="list-style-type: none"> <li>Literacy volunteers in Y2 and Y6</li> </ul>	<p>Provide accelerated learning for targeted children throughout the year to narrow the gap between disadvantaged pupils and other pupils.</p> <p>Specifically target lower attaining disadvantaged pupils in reading and writing and higher attaining pupils in reading, writing and mathematics.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2, 3

Phonic support in year 1, 2, 3, and 4 to develop and accelerate learning.	<p>Targeted phonics groups/ Keep up groups</p> <p>Reading 3 times a week in Reception/ Year 1 and children who did not pass the phonic screening check and those that need the catch-up program</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1, 2, 3
Teacher Led Interventions to close gaps in Reading, Writing and Maths	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p>	1, 2, 3, 4
Training and Intervention delivery using Speech Link Universal Speaking Let's Interact	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://speechandlanguage.org.uk/talking-point/for-professionals/the-communication-trust/what-works-database/">https://speechandlanguage.org.uk/talking-point/for-professionals/the-communication-trust/what-works-database/</a></p>	1

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

Budgeted cost: £ 18, 075

Activity	Evidence that supports this approach	Challenge number(s) addressed
OPAL play scheme to be introduced across the school at lunchtimes/ breaktimes	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</a></p>	5

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</a>	
Support mental health of identified children	<p>Mental health team working in schools and with families delivering specific workshops e.g. sleep habits and techniques</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://www.gov.uk/guidance/senior-mental-health-lead-training">https://www.gov.uk/guidance/senior-mental-health-lead-training</a></p>	5, 6, 7
Improving children's aspiration through guest speakers, school visits and enterprise initiatives.	<p>To help our young people to be more informed allowing them to take the pathways that are likely to lead to fulfilment of their ambitions.</p> <p>Children get an understanding of the world of work and know that there are limitless opportunities if they work hard and have ambition.</p> <p>Children are given the opportunity to participate in tasks that require them to plan, budget, produce and market a finished product – link to enterprise/ school fayres etc</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	2, 7
Provide support to improve attendance with external agencies if necessary	<p>Engage with parents and provide support (signposting) when appropriate – build on proven previous success.</p> <p><a href="https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance">https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance</a></p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	5, 6, 7
<p>ELSA (Emotional Literacy Support Assistant)</p> <ul style="list-style-type: none"> <li>To fund the training</li> </ul>	<p>To provide pupils with the opportunity to focus on their feelings and discuss and concerns in a familiar and play based environment.</p>	5, 7

of an additional ELSA support assistant to help run nurture groups	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>  <a href="https://www.suttontrust.com/wp-content/uploads/2020/01/Teacher-Handbook-Self-Regulation-in-the-Early-Years.pdf#">https://www.suttontrust.com/wp-content/uploads/2020/01/Teacher-Handbook-Self-Regulation-in-the-Early-Years.pdf#</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</a>	
Provide support for families with Munch Bunch invitation only breakfast club, enrichment and extra-curricular activities	<p>Raise self-esteem, promoting confidence, social skills and increasing motivation.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p> <p>EEF Tiered approach</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	2, 6, 7
Support Disadvantaged pupils by subsidising school trips, visits, performances and residential.	<p>Broadening of personal experience. EEF states that this has moderate impact for moderate cost. Belonging to the school community is key and therefore taking part in both residential and curriculum trips is vital. 'Education should be about broadening minds' Amanda Spielman –OFSTED Chief Inspector.</p> <p>Trips and enrichment events in school are funded to give children first-hand experiences that allow them to produce quality final products, particularly in writing. School budget to fund Pupil Premium children by a minimum of 50%</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	2, 7

**Total budgeted cost: £88, 840**

## 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.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
DART	Notts Police
TRIP	Believe Academy
Drawing and Talking Therapy	Led by School Staff
ELSA X2	Led by School Staff
Times Table Rockstars	Maths Circle
White Rose Maths	White Rose
Speech Link	Speech Link
Literacy Shed/ Spelling Shed/ Maths Shed	Ed Shed
Bug Club	Bug Club
Picture News	Picture News

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	1
What was the impact of that spending on service pupil premium eligible pupils?	Nurture groups One to one intervention to aid memory and recall in maths



## Further information (optional)

- School Council – 2 children from each year group (Y2-Y6) represent their cohort on our active school council. Members are elected and meet regularly to debate and tackle a range of identified issues and projects. This provided disadvantaged children to work collaboratively, understand tolerance and how decision making can be made collectively.
- After School Clubs – Led by staff these provide a wealth of extra-curricular opportunities for disadvantaged children to stay healthy, play competitive sport, learn the skills of a new sport, acquire new academic skills and also to mix with children who may be outside their year groups.
- Strong Sense of Build a Better Me – School has always had a strong sense of Orchard as a whole family who look out and care for each other. Our 'Build a Better Me' values of independence, creativity, curiosity, respect, resilience and teamwork sit at the centre of everything we do. Staff talk about them in their conversations with children and they are discussed in assemblies every week. Children are rewarded for excelling in different values each week also.