



## Pupil Premium Strategy Statement

This statement details our school’s use of pupil premium and recovery premium for the 2021 to 2022 academic year. This funding will enable us to help improve the attainment of our disadvantaged pupils.

Furthermore, this statement 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	Scotch Orchard Primary School
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	18.78%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 2022/23 2023/24
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Joanne Bishop, Headteacher
Pupil premium lead	Mrs Laura Braybrooke, Deputy Headteacher
Governor / Trustee lead	Dr Amber Elliott

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,730
Recovery premium funding allocation this academic year	£5,510 – pooled by The ATLP
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,058
<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	£62,298 Recovery premium funding has been allocated to Scotch Orchard for a 0.4 qualified teacher

## Part A: Pupil premium strategy plan

### Statement of intent

Scotch Orchard Primary has high expectations for all pupils and a clear vision for every child to develop into passionate, life-long learners who are both aspirational and resilient. They are inspired to ‘be the best you can be’. Our aims for disadvantaged children are no different.

We intend:

- to remove barriers inhibiting their progress and achievement
- to support and challenge children to achieve at least the same academic achievements (both progress and attainment) as non-disadvantaged pupils with similar starting points
- to provide equal access to extended curriculum and enrichment opportunities as their peers
- to ensure that poor mental health does not inhibit academic and emotional success.

High quality teaching is central to achieve this. An ambitious, rich and varied curriculum is provided which, alongside access to quality first teaching, aims to reduce inequality and increase upward mobility. Staff work collaboratively to craft learning experiences which challenge and broaden children’s lives and attitudes to the world.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we thoroughly analyse data, making full use of a range of research, such as the Education Endowment Foundation. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

### Challenges

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

Challenge number	Detail of challenge
1	On average, lower attainment and slower progress rates are made by disadvantaged children. Children have knowledge gaps and find it difficult to retain and recall prior knowledge. These have been considerably worsened due to the impact of lost learning following partial school closures and lockdown due to Covid-19
2	Lower levels of development in communication, language and literacy. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary and reading opportunities.
3	Limited life experiences beyond children’s homes and their immediate communities creating a ‘cultural capital’ disadvantage. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).
4	Complex family issues impacting on children’s readiness for learning and overall social and emotional wellbeing. Children can lack self-belief, determination and resilience, and struggle due to a lack of self-motivation and confidence to improve.
5	Attendance for some disadvantaged children has been a challenge. Lower rates of attendance overall alongside higher persistent absenteeism and increased persistent lateness are seen in these children (2020-2021 figures – overall attendance 96.6%; PP 93.4%; non-PP 98%)

## 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
To secure at least expected progress of all from their individual starting points in all curriculum areas, especially reading, writing and maths and the deficit among disadvantaged pupils is diminished	Progress of all will be at least expected from starting points The gap between disadvantaged pupils and their non-disadvantaged peers will be reduced over time
To improve overall language skills, vocabulary and communication and the deficit among disadvantaged pupils is diminished	Evidence of increased vocabulary in reading and writing outcomes as well as across the curriculum. Increased percentage of disadvantaged pupils working at ARE or above in reading and phonics across the school. The percentage of disadvantaged pupils passing phonics screening is raised
To ensure equal access to extended curriculum and enrichment opportunities	Costs do not prohibit pupils from participating in educational visits/residential experiences and the wider music offer A high percentage of disadvantaged pupils engage with the range of opportunities available The impact of experiences enhances learning and raises attainment
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing demonstrated by noticeable improvements in children's ability to articulate and manage emotions; solve problems; understand others' perspectives; communicate appropriately Families are engaged and receive 'the right help at the right time' with external agencies supporting where appropriate
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high levels of attendance for all with the overall absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged and non-disadvantaged children being reduced to no more than 3%

## 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: £ 19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leaders and teachers engage in instructional coaching to develop pedagogy (including Data Driven Instruction)	EEF research recommends schools to focus on developing core classroom teaching strategies that improve literacy capabilities. With this securely in place, the need for additional support should decrease	1, 2, 4
Leaders and teachers engage in frequent instructional coaching using formative assessment rubric rooted in theory of cognitive science – effective memory retention / learning	Research by Black and Wiliam concluded that formative assessment is perhaps the most effective educational practice to improve academic achievement and disproportionately beneficial for underachieving children. EEF Teacher Toolkit 2021: metacognition – very high impact; feedback – very high impact	1, 2, 4
Participation by teachers and leaders in the NCETM mastering numbers programme to improve pupils' fluency and number sense	Research by Tall and Grey into why some pupils fail at maths has informed the NCETM mastering numbers programme	1, 2, 4
Development of the role of 'Metal Health Lead' in order to drive whole school culture which supports and promotes positive mental health	KCSIE 2021, para 73 It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action	4, 5
Purchase and bespoke phonics training focusing on Little Wandle synthetic phonics scheme	EEF – Early Years' Toolkit – Early Literacy Approaches = + 6 months  Communication and Language = +6 months	1, 2
Coaching with ECTs to secure further professional development and professionalism in	EFF – The Guide to Pupil Premium – A Tiered Approach to Spending	1, 2, 5

securing high quality classroom teaching		
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 24,000 plus recovery premium pooled by trust (salary paid centrally)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group speech and language intervention in reception – use of WELLCOMM programme	EEF Toolkit 2021 – oral language interventions – very high impact	2
Small group speech and language intervention – NELI programmes	EEF Toolkit 2021 – oral language interventions – very high impact	2
Reading fluency and comprehension intervention for identified pupils 3 x a week	EEF Toolkit 2021 – reading comprehension strategies – very high impact	2
1:1 and small group phonic intervention 3x a week	EEF Toolkit 2021 – phonics – very high impact	1, 2
KS2 access to Reading Plus	EEF Toolkit 2021 – reading comprehension strategies – very high impact	1, 2, 5

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

Budgeted cost: £ 13,788

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on positive behaviour management and de-escalation strategies in order to further develop school ethos and support social and emotional responses	EEF evidence suggests that whole-school, universal approaches can have positive effects	4, 5

Pupils participate in programmes of age appropriate and progressive experiences throughout school – e.g. forest school, music, culture	EEF Toolkit 2021 – arts participation – moderate impact EEF Toolkit 2021 – collaborative learning approaches – high impact	2, 4, 5
Families receive the early help they need to address issues impacting on their everyday lives and wellbeing in order that children benefit from a more stable and safe home-life and therefore applying themselves to learning	KCSIE 2021, para 73 It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action	4, 5
External agency support for attendance, behaviour and wellbeing support service	EEF – The Guide to Pupils Premium: a tiered approach to spending EEF – toolkit 2021 – parental engagement	3, 4, 5
Trips and visits	EEF – The Guide to Pupil Premium: a tiered approach to spending	3, 4, 5
Well-targeted and effective Nurture and Pastoral care ensures that the most vulnerable disadvantaged pupils are fully engaged in all aspects of school life	EEF – The Guide to Pupil Premium: a tiered approach to spending EEF – Teaching and Learning Toolkit – Behaviour interventions = + 4 months; Social and emotional learning = +4 months	1, 2, 4, 5
Breakfast club places for selected disadvantaged pupils	EEF – The Guide to Pupils Premium: a tiered approach to spending EEF – toolkit 2021 – parental engagement	4, 5
Peripatetic Music lessons for all pupils in Year 5	EEF – toolkit 2021 – arts participation = + 3 months	3, 4, 5

**Total budgeted cost: £62,298**

## 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.

Desired Outcomes	Impact
Improve children's participation in enriching and enhancing experiences	<ul style="list-style-type: none"> <li>children were able to participate in all aspects of school life</li> </ul>
Prepared and equip children for potential school and bubble closures	<ul style="list-style-type: none"> <li>all pupils had access to relevant IT equipment in order to access online learning when appropriate</li> <li>additional contact was made with those not accessing learning as successfully as others.</li> <li>additional pastoral support was organised as well as bespoke nurture sessions offered to those causing concern.</li> <li>Parents and carers were regularly communicated with and supported</li> </ul>
All pupils premium children make at least expected progress from their starting points	<ul style="list-style-type: none"> <li>Almost all pupil premium children made at least expected progress from their starting points. Isolation as a result of Covid-19, impacted on the progress of some children</li> </ul>

### Internal school data for the end of Key Stage 2

NOTE: Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard in reading, writing and maths	4/6 = 67%	10/17 = 59%
% achieving expected standard in reading	4/6 = 67%	12/17 = 71%
% achieving expected standard in writing	4/6 = 67%	13/17 = 76%
% achieving expected standard in maths	4/6 = 67%	10/17 = 59%
% achieving greater depth standard in reading, writing and maths	0%	3/17 = 18%
% achieving greater depth standard in reading	0%	6/17 = 35%



% achieving greater depth standard in writing	0%	3/17 = 18%
% achieving greater depth standard in maths	1/6 = 17%	7/17 = 41%

## 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
1:1 Maths Tuition	Third Space Learning
Fireworks	Katie Holtham, Fireworks

## 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?	****
What was the impact of that spending on service pupil premium eligible pupils?	****