

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Orchard Vale Community School
Number of pupils in school	340
Proportion (%) of pupil premium eligible pupils	26
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Fiona Pearce
Pupil premium lead	Fiona Pearce
Governor / Trustee lead	Tamsin Ross

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 64560
Recovery premium funding allocation this academic year	£ 9103.97
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£73,663.97

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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 expected progress at their individual level 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 continue to identify the challenges faced by disadvantaged pupils and plan for them strategically.

Quality first teaching is at the heart of our approach, in line with the most recent EEF research (2021). This is proven to have the greatest impact on closing the disadvantage attainment gap.

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

Our approach will be responsive to ongoing challenges and individual needs, rooted in diagnostic assessment, staff observations and a robust nurture program.

To ensure they are effective we will:

- act early to intervene at the point need is identified through an assess, plan, do review cycle
- all children will have equal access to enrichment activities regardless of home circumstances
- • 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	Low attainment on entry to the school, particularly maths, language, and literacy often due to lack of home support.
2	Speech, language and oracy skills in the foundation stage and Key Stage 1 are lower for disadvantaged pupils than for non-disadvantaged

	pupils. Disadvantaged pupils often present with limited vocabulary and life experiences which in turn, on their learning.
3	A significant number of disadvantaged children display SEMH difficulties including a lack of resilience.
4	A significant number of our disadvantaged pupils also have SEN, at the issue of this report 50%.
5	For some of our disadvantaged pupils, attendance continues to be lower than that of their peers.

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
Improved attainment in mathematics, language and literacy.	From below average on entry data, all pupils will make at least expected progress, achieving ARE (except for SEN pupils), by the end of Key Stage 2. Upward trend in data for key notifiable year groups (phonics, KS1 SATS, year 4 multiplication, KS2 SATS).
Closing the vocabulary gap	Improved attainment will be noticed in Language Link Screening Teacher Assessment will report a greater use of subject specific vocabulary A greater number of children will be applying blank level 3 vocabulary in conversation
On the whole children will come into school happily and feel emotionally regulated even when challenged	Children will have the support of safe adults and mental health support in school to help regulate their emotions Parents will report that their children feel safe and happy at school Children will communicate their knowledge and understanding of BLPs and how it improves their learning
Disadvantaged pupils with SEN will make good progress at their level according to their needs	IEP/EHCP targets will be achieved Robust interventions will demonstrate impact Specialist teaching will ensure that those will the most complex needs will be included Outside agencies will report progress Staff will feel empowered to teach disadvantaged pupils with SEN due to greater confidence and additional training

<p>The attendance of disadvantaged pupils will increase year on year</p>	<p>Attendance data increase results in greater attainment</p> <p>Monthly attendance analysis will show an improving picture</p>
<p>Pupils will have first-hand experiences that will contribute to their knowledge and skills and raise aspirations for their future</p>	<p>Children attending clubs, trips, events and out of school opportunity increases especially for the disadvantaged children</p> <p>Children can articulate their individual aspirations and are able to talk about what they would like to do once leaving school</p>

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: £4556.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff receiving instructional coaching as part appraisal process.	The EEF guidance on 'Effective Professional Development' EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2
Enhancement of our maths curriculum planning in line with DFE and EEF guidance	Improving Mathematics in the Early Years and Key Stage 1 Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stage 2 and 3 KS2 KS3 Maths Guidance 2017.pdf (d2tic4wvo1iusb.cloudfront.net)	1
Enhancement of our literacy curriculum planning in line with DFE and EEF guidance	Improving Literacy in Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Improving Literacy in Key Stage 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1, 2
Training and updates for subject leaders	Effective professional development EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1
ECT programme and support through appropriate body	Effective professional development for ECT's Early career CPD: exploratory research (publishing.service.gov.uk)	1
Training for literacy for RWI scheme	Improving Literacy in Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1,2

Targeted academic support (for example, tutoring, one-to-one support

Budgeted cost: £61,742.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1:1 reading programme targeted at disadvantaged pupils who require further reading support – RWI and fresh start	Targeted Academic Support – EEF One to One Tuition – Toolkit Strand https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support Preparing for Literacy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	1,2,3
Enhanced and specialist social, emotional, and mental health support In collaboration with the external provider MH4ST	Promoting and supporting mental health and wellbeing in schools and colleges https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-college	1,3
Targeted interventions for disadvantaged and SEN pupils according to specific need	Targeted Academic Support – EEF One to One Tuition – Toolkit Strand Small Group Tuition – Toolkit Strand Education Endowment Foundation EEF	4

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

Budgeted cost: £7364.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance embedding principles of good practice set out in the DFE improving	Guidance Improving school attendance: support for schools and local authorities Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	5

school attendance advice		
50% funding support for all trips including residential visits	Pupil premium: overview - GOV.UK (www.gov.uk) Using your pupil premium fund effectively: EEF Using pupil premium EEF (educationendowmentfoundation.org.uk)	2,3,5
Discounted music lessons	Pupil premium: overview - GOV.UK (www.gov.uk) Using your pupil premium fund effectively: EEF Using pupil premium EEF (educationendowmentfoundation.org.uk)	2,5
Uniform/PE kit and resources	Pupil premium: overview - GOV.UK (www.gov.uk) Using your pupil premium fund effectively: EEF Using pupil premium EEF (educationendowmentfoundation.org.uk)	3,5
Breakfast/snack and additional meals as needed	Pupil premium: overview - GOV.UK (www.gov.uk) Using your pupil premium fund effectively: EEF Using pupil premium EEF (educationendowmentfoundation.org.uk)	3,5

Total budgeted cost: £73,663.97

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 published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

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?	We allocated a proportion of our nurture to meet the emotional needs of our three service children
What was the impact of that spending on service pupil premium eligible pupils?	Teacher and parents observe that the children's emotional development continues to improve, attendance is good and for 2/3 their attainment is ARE.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.