

Pupil Premium Report 2018 - 2019

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We are committed to reducing class sizes wherever possible thus improving opportunities for personalised learning and accelerating progress for all pupils and in particular vulnerable pupils.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- All our work funded through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations and ensuring access to a rich, broad and balanced curriculum.
- Pupil premium resources may also be used to target able children receiving PPG to achieve end of year expectations, particularly at the end of key stages, thus further supporting their transition to the next phase in their education.
- The Governors of the school will publish information on how they have used their Pupil Premium Grant to address the issue of narrowing the achievement gap, for socially disadvantaged pupils.

Barriers Faced by Our Pupils

- Many disadvantaged pupils at our school start their education at a lower level of achievement in Reading, Writing, Mathematics and oracy than other pupils. They have had less exposure to a wide vocabulary and less experience of number and familiarity with reading.
- Many of our disadvantaged pupils begin school with limited exposure to formal spoken English, having spoken a language other than English at home during their formative years.
- Due to a lower exposure to a wide vocabulary at home many of our pupils in receipt of PPG find reading comprehension challenging and perform less well than their peers.
- Many of our disadvantaged pupils live in cramped, busy households which limits their access to materials and experiences supportive of educational success. This affects pupil confidence and knowledge of the key basic skills such as times tables and spelling development.
- Some of the parents of our disadvantaged pupils lack the confidence to support their children with learning at home.
- Some of our pupils in receipt of the Pupil Premium Grant have low self-confidence and difficulty in regulating their emotions which acts as a barrier to their educational success.
- Some of our most able disadvantaged pupils do not have aspirational home backgrounds.
- Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment.

Deployment

PPG is used to part fund key interventions for vulnerable children and priority is given to children eligible for PPG. Provision for our children who are looked after is subject to specific scrutiny and review as our most vulnerable group.



Orchard Primary School Impact Statement 2017-18

Current Achievement of PPG Pupils (2018 KS2 Outcomes)

% achieving the expected standard or above	Our pupils eligible for PPG				National average for <i>all</i> pupils			
	Progress Score	% at expected standard	% at the high standard	Average Scaled Score	Progress Score	% at expected standard	% at the high standard	Average Scaled Score
Reading, Writing & Maths	n/a	76%	8%	n/a	n/a	64%	10%	n/a
Reading	4.3	93%	16%	107	-5	75%	28%	105
Writing	1.9	85%	20%	n/a	-7	78%	20%	n/a
Mathematics	4.1	93%	28%	107	-5	76%	24%	104
Grammar, Spelling, Punctuation	n/a	95%	58%	111	n/a	78%	34%	106

- In 2018, the progress of disadvantaged **Key Stage 2** pupils in all subjects was well above average overall in comparison with all pupils nationally. Disadvantaged KS2 pupils attained an average scaled score above the national score for all pupils in reading, writing and mathematics in 2018. The percentage of most able disadvantaged pupils achieving a high standard in reading was below that of other pupils nationally but in line in Writing and above in Mathematics and GSP. Disadvantaged pupils have performed better than national expectations in Reading, Writing, Mathematics and GSP at the end of Key Stage 2 for the last 4 years and make progress better than that expected nationally.
- The number of disadvantaged pupils achieving the expected standard at **Key Stage 1** was above the national average for all pupils in reading, writing and mathematics. The number of disadvantaged pupils exceeding the expected standard at Key Stage 1 was below the national average for all pupils.
- At the end of **Foundation stage** the majority of disadvantaged pupils met the expected standard (Good Level of Development 71%) with a gap of 2% to that of all pupils (Good Level of Development 73%) and above national expectations.
- Disadvantaged children in all year groups typically make progress better or in line with their peers in Reading, Writing and Mathematics. Progress measures were higher than expected for both groups (School In-House Year End 2018 data set).
- Children receiving small group intervention make better than expected progress in literacy and maths (in school SEN data and KS2 pupil outcomes).
- Homework club and booster intervention (lexia, symphony, precision teaching, parent reading champions) for PPG pupils support good or better end of year outcomes, (in school data).
- A programme of therapeutic support and ‘speak up’ sessions provided by Sidebeside has been accessed by disadvantaged pupils and their families have benefited from advice and support from additional workshops and interventions organised by the Inclusion Team, resulting in better engagement with school. This is demonstrated by attendance at coffee mornings and school events.
- Investment in quality resources to facilitate teaching, support learning and increase pupil engagement in all subject areas, in line with the new curriculum in addition to funding to enhance the curriculum and provide quality, first hand experiences e.g. residential trips, day trips, visitors and resources continues to be a priority and a high number of disadvantaged children access this provision.



Orchard Primary School Planned Pupil Premium Expenditure 2018 - 2019

Number of pupils and amount of Pupil Premium Grant Received

Total Number of Pupils on Roll	602
Total Number of Pupils eligible for PPG	258
Amount of PPG received per pupil	£1,320
Total PPG received	£340,560
CLA Pupils	£6,900
EYFS PPG	£4,031
Total Amount of PPG Received	£351,491

Whole School Priorities

- To ensure that pupils leave Year 6 at a standard this will allow them to successfully access the KS3 curriculum.
- To ensure that most able pupils are challenged and reach a standard this will allow them to successfully access the next stage of the curriculum.
- Further develop oracy and knowledge of basic skills e.g. times tables, spellings.
- Engage parents and develop strong home school links to support learning and oracy.

Aims

1. To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally by the end of KS2 in Reading, Writing, Maths and GSP.
2. To increase the number of disadvantaged pupils who achieve at a greater depth at the end of KS1 and KS2.
3. To ensure that the attendance of pupils in receipt of PPG is above 96%, with a further reduction in the % persistently absent, particularly in EYFS.
4. To increase the number of parents attending coffee morning workshops and in school oracy/social projects with feedback that indicates a high degree of engagement.
5. To support the most vulnerable pupils in receipt of the PPG to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional well-being.



Orchard Primary School Indicative Use of Funding 2018-19*

1. To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally by the end of KS2 in Reading, Writing, Maths and GSP				
	Total Cost of Intervention	Total Amount of PPG Spend	Review Timeframe	Impact Criteria
DHT small group support	£21,875	£21,875	July 2019	<ul style="list-style-type: none"> • % of pupils reaching expected standard in comparison to other pupils national. • Achievement of disadvantaged pupils across school in comparison to other pupils.
AHT half day release (across the school) – inclusion and curriculum	£69,448	£55,558		
Booster classes (Year 6 pupils only)	£5,950	£5,355		
Easter school (Year 6 pupils only)	£2,490	£1,494		
Homework club for pupils in receipt of PPG	£1,724	£1,724		
Symphony – maths programme (intervention)	£454	£454		
Mathletics (across the school)	£2,268	£1,134		
Additional TA support for interventions	£24,927	£24,927		
Lexia – reading programme	£797	£738		
Launch Pad for EYFS	£2,000	£1,000		
Precision Teaching	£15,500	£13,950		
2. To increase the number of disadvantaged pupils who achieve at a greater depth at the end of KS1 and KS2				
AHT release to undertake coaching, mentoring and planning support across school	£69,448	£48,614	July 2019	<ul style="list-style-type: none"> • Data collection points review of data
Most Able PPG Action Research Project	£892	£892		
Enrichment opportunities (university visits)	£1,308	£1,308		



3. To ensure that the attendance of pupils in receipt of PPG is above 95.6%, with a further reduction in the % persistently absent				
Additional time from School Attendance Officer	£6,650	£6,650	Termly	<ul style="list-style-type: none"> Reduction in persistent absence for PPG group EYFS specific attendance data analysis
4. To increase the number of parents attending coffee morning workshops and in school oracy/social projects with feedback that indicates a high degree of engagement				
Leadership of coffee mornings	£2,137	£2,137	Termly	<ul style="list-style-type: none"> Review & qualitative feedback Numbers attending from target group Review & qualitative feedback Numbers attending from target group
Extended school BC & ASC Salaries & Expenses	£49,372	£29,623		
5. To support the most vulnerable pupils in receipt of the PPG to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional well-being				
SENCO learning groups	£3,472	£3,472	July 2019	<ul style="list-style-type: none"> Good progress for target groups in R,W,M S&L therapy reports indicate impact Music therapy reports indicate impact Feedback reports from Sidebeside measuring intervention and impact Good progress for target groups in R,W,M
Additional time from S&L therapist	£32,528	£32,528		
Music lessons	£4,838	£4,838	Termly Termly	
Therapeutic & Social development support from Side Be Side	£25,000	£21,250		
Horse-riding	£1,279	£1,279	July 2019	
Breakfast Booster	£5,850	£3,510	July 2019	
Subsidised residential visit (Kench Hill) for PPG children	£5,758	£5,758	July 2019	
Learning mentors supporting for vulnerable children across EYFS, KS1 and KS2	£67,447	£67,447	Termly	
Total Expenditure	£423,410	£357,514	Difference/Overspend: -£6,023	

*This funding plan is based on indicative and planned strategic spend during the period 2018-19 but is subject to revision & change dependent on on-going need and changes to pupil cohorts.