

Pupil premium strategy statement

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	Hall Orchard CoE Primary School
Number of pupils in school	525
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Jane McKay (Headteacher)
Pupil premium lead	Adam Thurgood
Governor / Trustee lead	Paul Browning (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,638.75
Recovery premium funding allocation this academic year	£2,936.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£105,575

Part A: Pupil premium strategy plan

Statement of intent

As a school, we are committed to raising the achievement for pupils who are eligible for Pupil Premium and understand that many of these pupils must make accelerated progress compared to non-eligible pupils to achieve this. All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. The Headteacher, Pupil Premium Lead and Governors work hard to check that Pupil Premium money is being spent effectively.

Pupil Premium spending at Hall Orchard is carefully tracked through, observation, staff, parent and pupil interviews, data analysis, regular pupil progress meetings and the impacts of interventions are evaluated. Intervention strategies are routinely evaluated, and assessed with reference to a range of measures, for example, considering their effectiveness, their cost and their sustainability.

At Hall Orchard CE Primary, we follow the following principles:

- We listen to teachers, pupils and parents, using our knowledge of the academic, social and emotional needs of the children in our care and identifying interventions that will have the most impact.
- 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 also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in attainment between disadvantaged and non-disadvantaged pupils
2	Emotional and behavioural needs of disadvantaged children and their families.
3	Financial support to allow children and families access resources, activities and services.

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 effectiveness of teaching, with a focus on identifying gaps in knowledge and responding to the needs of all learners.	<ul style="list-style-type: none"> Teacher self-evaluation of effectiveness improves. Lesson observations recognise improved effectiveness of teaching. Pupils gaps are identified. Narrowing of gaps between groups of pupils.
Improved behaviour from children with SEMH	<ul style="list-style-type: none"> No exclusions. Fewer behaviour incidents logged. Improved educational outcomes for children with SEMH.
All pupils are engaged and ready to learn. Children are supported with their mental health and wellbeing.	<ul style="list-style-type: none"> Parents and teachers report improvement in behaviour. Improved educational outcomes for PP pupils.
Support targeted families with books and digital resources to aid curriculum access. Targeted PP children to attend clubs, trips and residential visits.	<ul style="list-style-type: none"> Quality reading books purchased for PP children to keep at home. PP children attend Forest School across the year. Greater proportion of PP children attending clubs, trips and residential visits.
PP families signposted to support services and organisations.	<ul style="list-style-type: none"> Increased number of families report they have accessed relevant services. Individual 'case studies' demonstrate that supported pupil(s) have improved educational attainment and life experiences as a result.

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: £7,000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establishing a supportive coaching programme across the school to support teacher development	EEF guide to the Pupil Premium The evidence base for Instructional Coaching is stronger than any other form of CPD.	1
Creating a resource library in school for teachers.		1
PiXL Primary membership to support staff CPD.	School self-evaluation. PiXL CPD rated highly by staff, .with demonstrable Impact,	1 & 2

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

Budgeted cost: £43,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
PiXL small group tuition to identify and narrow the gap in reading, writing and mathematics.	EEF Guide to the Pupils Premium. Small group tuition has been shown to have moderate impact for low cost.	1
PiXL resources to provide individual support/resources to overcome identified barriers to learning.	Individual support to ensure progress is maximised. EEF Guide to the Pupil Premium. 1:1 tuition has been shown to have high impact for moderate cost.	1
Investing in quality reading texts both to	Disadvantaged pupils are more likely to have a gap in their vocabulary	1 & 3

support Reading Focus sessions and for pupils to keep at home.	compared to non-PP children and are less likely to access quality reading texts outside of school, so a heavy investment in quality texts has been shown to close the vocabulary gap and raise attainment.	
LEXIA app	In house Research. LEXIA has been shown to improve children's reading fluency and comprehension skills by building reading skills through personalised learning.	1
PiXL school membership to target gaps in pupil's learning and to provide intervention support	In house Research. Targeted QLA analysis has allowed us to have a laser sharp focus on children's gaps in learning and strengths, which allows us to pinpoint which areas of learning to consolidate and provide intervention for.	1
TTRockstars membership	In house Research. TTRockstars has been shown to improve the children's fluency with times tables, a key underpinning of the Maths curriculum to ensure fluency.	1

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

Budgeted cost: £55,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lunch Bunch behaviour and wellbeing support	In house Research. Children are taught to play cooperatively with one another and work through diffusion strategies which can they be applied in other contexts.	2
Social communication groups	In house Research. As well as being taught to respect each other and play together effectively, children are taught how to manage their feelings and emotions effectively through a range of strategies. At Hall	2

	<p>Orchard, this has resulted in children being able to manage their behaviour effectively and settle into class faster.</p> <p>EEF Guide to the Pupil Premium</p> <p>Social and emotional interventions have been shown to have a moderate impact for a very low cost.</p>	
Work with the EWO to increase attendance of identified vulnerable pupils and reduced persistent absence rate of the PP group.	Targeted identification, tracking and intervention on attendance has been shown to improve pupil attendance and reduce persistent absence, removing clear barriers to learning.	1
Forest School activities to develop life skills such as resilience, team work, independence and self-esteem.	At Hall Orchard, Forest School has been shown to give the children more confidence and self-belief, as well as giving children important life skills which they can apply to their learning in the class room.	3
No charge for day visit trips and 50% subsidy for residential trips.	Attendance on residential trips can have positive benefits on academic learning and wider outcomes such as self-confidence.	3
50% subsidy to attend 1 after school sports club per term	Evidence shows the educational and social benefits of attending sports clubs	3

Total budgeted cost: £105,575

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, external school performance measures were not used in the 2020 to 2021 academic year. Internal assessments at Hall Orchard were also stripped back to allow teachers to maximise the time with their pupils to catch up for loss learning and to work on pupil mental health and wellbeing which had suffered dramatically during the periods of school closure due to COVID-19. In its place, Hall Orchard used transition assessment in Maths, Reading and Writing in the Autumn term and Summer term to create diagnostic assessments of pupil attainment and gaps in learning. These were then used by the class teacher to close gaps in learning and additional resources were allocated to the disadvantaged pupils to close their gaps in learning.

Pupil Premium funding from the 2020-2021 academic year was used for the following desired outcomes:

- Outstanding achievement in reading for all pupil premium pupils.
 - LEXIA – Pupil Premium pupils had school and home access to LEXIA, this was monitored closely every 6 weeks to ensure pupils, even during the school closure, were accessing LEXIA and making progress. Where progress was slower, children were given personalised learning targets to meet their goals. Children were provided with 3 new books as well as additional resources to provide learning support during school closures to encourage the continued enjoyment of reading. Pupil progress was monitored on the reopening of the school and teachers used the diagnostic assessments to identify gaps in learning and create interventions to close the gaps.
- Outstanding achievement in reading, writing and maths for all pupil premium children.
 - Small group tuition and 1-1 tuition was used in upper Key Stage 2 based on identified pupil need from question level analysis (PiXL tests). Their progress was tracked and monitored through every data drop ensuring the pupils were on track to make at least expected progress.
- Increase attendance for pupils eligible for pupil premium.
 - COVID obviously had a massive impact on pupil attendance throughout the year due to self-isolation and the global pandemic. Extra resources were provided to

pupil premium children, in addition to the work set on the school's Virtual Learning Environment, to minimise the effect of school closures on our most vulnerable pupils. Pupil premium children were provided with hardware and internet access where required to ensure access to on-line working during 'lockdown'. The majority of pupil premium children attended school throughout the periods of National 'school closure'. Our EWO was used to reduce PA throughout the year and increase attendance which was successful in the context of the year.

- Build resilience and self-esteem of identified pupils.
 - During school closures, staff was released daily to provide daily 'check ins' with all pupils but focussing on pupil premium children to ensure that they were being resilient and building their confidence. Additional resources were provided to particular children to develop the children's self-esteem. Social communications groups within bubbles were also maintained to ensure improving learning behaviours and self-esteem of pupils. On return to school bespoke 'packages of support' were provided for our most vulnerable pupils.

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
Lexia	Lexia
Times Tables Rockstars	TT Rockstars
PiXL Therapies and Tests	PiXL Primary