

# Pupil premium strategy statement - Hall Orchard CE Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school (October 2023)	519
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/24 to 2026/27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Steve Dunn (Headteacher)
Pupil premium lead	Gorge Burdett
Governor / Trustee lead	Vicky Bowman (Chair)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,512
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£11,419
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£135,931</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our definition of learning should go beyond the strict academic sense, to include the interconnected areas of physical, social, cognitive, emotional and creative skills that children develop as they play and grow.

Research shows that different areas of learning are more interconnected than previously thought and that playful learning experiences can be particularly effective ways to foster deeper learning and develop a broad range of skills and an understanding of academic concepts. At Hall Orchard, 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 through a range of pedagogical approaches – play being an important one of those. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal using these approaches, including progress for those who are already high-attainers. Our strategy includes those children who are demonstrating the longer-term impact of the Covid pandemic and recovery funding will be used to help address this.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, adopted from care or 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. High-quality 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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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	Pupils and their families have social and emotional difficulties which impact children's ability to engage with lessons. Low income families and families living below the poverty line are under increased stress in the home.
3	Pupils have limited experiences beyond immediate home-life which limits language acquisition. Oral language skills are below average for a greater proportion of our pupil premium children than other pupils when they start school
4	Disruption to Early Years education during and post-pandemic has led to children missing many of the fundamentals of active play. This in turn, has had a profound effect on their emotional and physical wellbeing and an inability to overcome emotional obstacles or develop confidence and self-esteem.

## 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
Pupil Premium children to make at least the expected progress in writing and maths	<p>A progressive curriculum implemented with daily, weekly and monthly retrieval within and across subjects</p> <p>Children are able to retrieve and build upon prior learning</p> <p>Children are able to articulate how they learn and how they remember</p>
Improved social and emotional well-being of children who are equipped with the skills to manage their emotional needs	<p>Children's behaviour is not impacting their learning negatively</p> <p>Children explore their feelings through play, helping them build resilience and cope with stress and challenge</p> <p>Children can concentrate in lessons</p> <p>Children can articulate and use the techniques which support their emotional well-being</p> <p>Children are accessing the pastoral carers and ELSA team for additional support</p> <p>RSHE is being taught consistently across the school</p>

	<p>Improved educational outcomes for children with SEMH.</p> <p>Improved behaviour leading to no exclusions</p>
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of EYFS/KS1; those who have fallen behind as a result of lockdown make accelerated progress in order to achieve the expected progress at the end of KS2 or exceed prior attainment standards</p>	<p>Intervention delivered by trained LSAs</p> <p>Quality First Teaching</p> <p>Whole school development to create a curriculum which takes in to consideration the needs of all pupils by fostering retrieval practice is evident in all classrooms</p> <p>CPD for LSAs</p> <p>LSAs upskilled to deliver purposeful intervention</p> <p>Reading strategies are taught discretely and embedded across the curriculum</p> <p>A reading rich curriculum is provided for all children</p>
<p>Every child receives teaching which is good and frequently outstanding.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	<p>On-going training for teachers and support staff to enable them to deliver a curriculum which builds on prior learning and enables retrieval through a range of proven research-based techniques and strategies</p> <p>Children can articulate their learning and retrieve prior learning in order to build on this</p>
<p>Children make progress in line with their peers in reading at the end of KS2</p>	<p>Class and school libraries are developed and accessed by all children</p> <p>Enjoyment of reading is fostered by the whole staff team through 'Books to love and share'</p> <p>Staff are modelling their enjoyment of reading as well as demonstrating 'how to read' and understand a text</p> <p>Reading is embedded across the curriculum</p> <p>Children are exposed to daily reading</p> <p>Long term plans reflect the use of fiction, non-fiction and poetry every term in every classroom.</p>
<p>Support targeted families with books and digital resources to aid curriculum access. Targeted PP children to attend clubs, trips and residential visits.</p>	<p>Quality reading books purchased for PP children to keep at home.</p> <p>PP children attend Forest School across the year.</p> <p>Greater proportion of PP children attending clubs, trips and residential visits.</p>
<p>PP families signposted to support services and organisations.</p>	<p>Increased number of families report they have accessed relevant services.</p> <p>Individual 'case studies' demonstrate that supported pupil(s) have improved educational attainment and life experiences as a result.</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: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Indoor/Outdoor Learning Environment development in the provision of a stimulating EYFS Curriculum – support from LPAP schools	Play is one of the most important ways in which young children gain essential knowledge and skills. Play opportunities and environments that promote play, exploration and hands-on learning are at the core of effective provision. <sup>1</sup> The longer-term impact of the pandemic has created huge gaps in children’s ability to play with each other, which in turn is creating barriers to effective learning.  <sup>1</sup> Learning through play: Strengthening learning through play in early childhood education programmes, UNICEF, 2019	1,2,4
SEND Support for EYFS Transition provided by Birch Wood Special School	We are seeing weaker and weaker cohorts joining the school, with children being way behind their age-related expectations. This year (2024-25) we have 5 children still in nappies plus others who have a range of diagnosed and non-diagnosed SEND issues including poor oracy, global learning delays and ASD/ADHD. Training and support will be provided by Birch Wood for a period of 12 months. This is a pilot programme (Leicestershire County Council) which we feel will improve outcomes for our children.	1,2,4

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

Budgeted cost: £55,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Wellbeing and ELSA Support provided by existing pastoral team	Alongside explicit teaching of PSHE/RSHE (in accordance with guidance from EEF Teaching and Learning toolkit) children at Hall Orchard require additional support with wellbeing and mental health. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	1,2,4
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.	EEF Guide to the Pupils Premium. Small group tuition has been shown to have moderate impact for low cost. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a>	1
Phonic intervention KS1 and KS2	In order to provide a 'keep up not catch up' approach in Early Years and plug gaps in learning across the school in phonics and Early Reading, intervention is provided by trained practitioners which does not remove pupils from their whole class learning. This is in line with the EEF's guidance into high quality intervention. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1
Intervention delivered by LSAs KS1 – Reading fluency, maths, FFT, handwriting KS2 – Reading fluency, reading comp, Times Tables, Spelling, Handwriting, Toe by Toe, Number Box, Number Stacks  Year 6 gap intervention	Delivering Reading intervention in accordance with research by the EEF 'Teaching Assistant Interventions': <i>"Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes..."</i>  The use of highly skilled and trained LSAs for intervention is further reported on by the EEF: <i>"The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year."</i>	1
Investing in quality reading texts both to support Reading Focus sessions and for pupils to keep at home.	Disadvantaged pupils are more likely to have a gap in their vocabulary 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.	1
FUNDamentals of Movement motor skill intervention/Sensory Circuits	Research reveals that children attribute low motor skills as a major barrier to participation in physical activity and drop out from organised sport because they cannot perform the skills well enough to play the game successfully. <sup>2</sup> Children who develop confidence with their FMS skills may enjoy many benefits. Those who have a positive attitude to physical activity	1,2

	<p>may have higher self-esteem, improved health and well-being, good social skills, are more willing to take risks and are also more likely to maintain an active and healthy lifestyle.</p> <p><sup>2</sup>The effect of teachers trained in a fundamental movement skills programme on children's self-perceptions and motor competence <i>Gavin Breslin, Marie Murphy, David McKee, Brian Delaney, Martin Dempster</i>, European Physical Education Review Vol 18, Issue 1, 2012</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £68,701

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.	2,4
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 Orchard, this has resulted in children being able to manage their behaviour effectively and settle into class faster. EEF Guide to the Pupil Premium Social and emotional interventions have been shown to have a moderate impact for a very low cost.	2
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.	1,2,4
Forest School activities to develop life skills such as resilience, team work, independence and self-esteem.	There is extensive evidence (EEF: SEL) associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). In line with wider strategies to support children's learning through play. 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	3,4

	<p>they can apply to their learning in the class room.</p> <p><a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p>	
No charge for school day 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	<p>In order to ensure that all children benefit from equal opportunities to access a broad curriculum, we will continue to subsidise activities which are used to improve access to and enhance understanding of, learning. Alongside this, it is vital that children can feel part of the community and focus on their learning by wearing the expected uniform.</p>	3
50% subsidy to take part in peripatetic music tuition per year		3
Monitoring of RSHE curriculum across the school by SLT	EEF Guidance report on 'Social and Emotional Learning' (September 2019) outlines the importance of monitoring the implementation of an SEL curriculum in order to evaluate the impact of actions taken.	3

**Total budgeted cost: £ 135,931**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Pupil Premium funding from the 2023-24 academic year was used for the following desired outcomes:

#### *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, 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 resource to provide learning support during school closures to encourage the continued enjoyment of reading. Pupil progress was monitored and teachers used the diagnostic assessments to identify gaps in learning and create interventions to close the gaps.

#### *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*

The hangover from the pandemic continues to have significant impact on pupil attendance. We have worked closely with families this year to identify barriers to attendance and overcome them where we can – this has included home visits, collecting and taking children home from school. We have implemented a revised attendance policy which offers support as well as having the appropriate ‘teeth’ to encourage attendance at school. A clear structure in place where children do not attend, resulting in involvement from our Education Welfare Officer (EWO) and ultimately the issuing of fines. We have seen a marked improvement in attendance as the year has progressed. Persistent absenteeism has dropped but still remains a priority for the school moving forwards.

#### *Build resilience and self-esteem of identified pupils*

The welfare team continues to be effective, being used regularly by teachers to help regulate pupils. As well as being used to support pupils in school, the welfare team also works effectively with families to help them access care and support from additional services. The effect of this support improves attendance and punctuality for some pupils but continues to be an area that the school needs to spend more time on including additional training for staff. Our pastoral team support around 100 children at any one period – through structured ELSA sessions, 1-2-1 interventions or drop-ins.

Children have also been recruited and trained as Mental Health Champions – these complement the work of the pastoral team by supporting children on the playground and sharing the positive message around children’s mental health.

While we have focused on increased engagement this year with regards to parents/carers, further work will happen in the final year of this plan to really involve parents/carers in their children’s education.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- developing our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We looked at a number of reports, studies and research papers about the effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.