



Orchard Junior School

Pupil Premium Strategy Statement

2017-2018

Orchard Junior School - Pupil Premium Strategy Statement

1. Summary information					
School	Orchard Junior School				
Academic Year	2017/18	Total PP budget	£93,720	Date of most recent PP Review	Sept 2017
Total number of pupils	406	Number of pupils eligible for PP	71	Date for next internal review of this strategy	Feb 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	38%	67%
% achieving ARE at the end of Year 6 in Reading	62%	77%
% achieving ARE at the end of Year 6 in Writing	67%	81%
% achieving ARE at the end of Year 6 in Maths	52%	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	65% of children eligible for PP meet the expected standard in Reading at the end of Key Stage 2.
B.	65% of children eligible for PP meet the expected standard in Maths at the end of Key Stage 2.
C.	Emotional literacy skills are lower for the majority of eligible pupils.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Social and emotional issues for a high proportion of pupils eligible for PP having a detrimental effect on their academic progress.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	A higher percentage of eligible for PP achieve the expected level in Reading at the end of KS2	A greater number of pupils eligible for PP to meet the expected standard at the end of each year. Measured in Y3, 4 and 5 by teacher assessments and in Year 6 by the end of key stage 2 test.
B.	A higher percentage of eligible for PP achieve the expected level in Maths at the end of KS2	A greater number of pupils eligible for PP to meet the expected standard at the end of each year. Measured in Y3, 4 and 5 by teacher assessments and in Year 6 by the end of key stage 2 test.
C.	Improved oral language and communication skills for pupils eligible for PP	Pupils demonstrate increased in class contributions and take a more active role in group/collaborative work within the classroom
D.	Increased confidence and self-esteem for PP pupils with social and emotional issues	Fewer behaviour incidents recorded for these pupils. These children demonstrate increased confidence and raised self-esteem. Pupils feel safe and secure within the school as they have a designated person to talk to who is available every day.

5. Planned expenditure					
Academic year		2017/18			
<i>The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.</i>					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. A higher percentage of eligible for PP achieve the expected standard in Reading and GPS at the end of KS2	Staff training on reading comprehension strategies and high quality guided reading.	We want to invest some of the PP in addressing progress in reading which is a whole school area for development and will benefit all pupils. The EEF toolkit states that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. Furthermore, these approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. We want to provide CPD for all our teachers to ensure that they are delivering effective guided reading sessions for all.	Use staff meeting and INSET to deliver training. Purchase reading material for all year groups as required. Teachers will be released so that they can carry out peer observation of each other after the training, to embed learning.	Reading Leader	Feb 2018
B. A higher percentage of eligible for PP achieve the expected level in Maths at the end of KS2	Greater depth learning approach implemented across the school. Staff training on the Greater depth approach to mathematics.	We want to invest some of the PP in longer term change which will help all pupils. The EEF toolkit suggests that Greater depth learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. The EEF toolkit also suggests that Greater depth learning is particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress (Collaborative learning and Peer tutoring). This is an approach that we can embed across the school.	Use staff meetings to deliver training to all teaching staff led by Maths leader. Training for teaching assistants led by Maths leader. Teachers will be released so that they can carry out peer observation of each other after the training, to embed learning.	Maths leader	Feb 2018
A/B A higher percentage of eligible for PP achieve the expected level in Maths and reading at the end of KS2	Year Leader/ Subject Leader release time to monitor progression of children at risk of falling off trajectory of progress.	We want to ensure that our Year Leaders have the time to appropriately look at their year group data/ class work to assess if all pupils are making the expected progress, and to put actions into place that will accelerate progress.	Year Leaders provide regular reports of the monitoring they do and the expectations they have.	Deputy Head/ Year Leaders	Feb 2018
Total budgeted cost					£10,400

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. A higher percentage of eligible for PP achieve the expected level in Reading/ Spelling at the end of KS2	Daily small group sessions in phonics for low ability pupils in Year 3 with Year 3 teachers, teaching assistants in addition to in class phonics lessons. <i>No additional cost</i> Additional LSA provision (7.5 hours afternoon per week)	Some of our Year 3 pupils eligible for PP need targeted support to narrow the gap. The EEF toolkit states that phonics approaches are consistently effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research also shows that qualified teachers tend to get better results when delivering phonics interventions indicating that expertise is a key component of successful teaching of early reading. Therefore, we want to train our Year 3 teachers and teaching assistant in delivering high quality phonics intervention to target these children.	Year 3 teachers, including Reading and GPS leader Impact overseen by Year 3 teachers and GPS leader.	GPS Leader/ SENCO	Feb 2018.
A/B. A higher percentage of eligible for PP achieve the expected level in Maths and reading at the end of KS2	Employ teacher to deliver small group targeted reading and Maths provision for all years for children who are below expectations, every morning. 1hr per day per year group for Mathematics 0.25hrs per day Reading Support equivalent. 0.25hrs per day additional support equivalent.	We want to target the borderline children with small group tuition delivered by an intervention teacher in order to narrow the gap for these pupils. Research from the EEF toolkit suggests that this approach is most likely to be effective if it is targeted at pupils' specific needs. We will employ experienced teachers to deliver the intervention as studies state that greater feedback from the teacher and work which is closely matched to learners' needs has the most impact.	The teacher employed to deliver the targeted group support has a proven record of providing high quality intervention and narrowing the gap for low ability pupils. The Year Leaders will work closely with the intervention teacher sharing planning and assessment. The impact will be overseen by the Year Leaders and the Deputy Headteacher.	Deputy Head/ Year Leaders/ SENCO	Feb 2018
Total budgeted cost					£49,400

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Improved oral language and communication skills for pupils eligible for PP	The Den ELSA Support Residential trips and outdoor education After school clubs	A high proportion of pupils eligible for PP have social and emotional issues which have a detrimental effect on their academic progress. Overall, studies prove that emotional literacy development supports the pastoral and academic development at a moderate cost.	Engage with parents and pupils before course begins to address any concerns or questions about the additional sessions. Impact overseen by ELSAs/ SENCo-liaises with class teachers to ensure that the benefits of learning are transferred into the classroom.	ELSAs/ SENCo	June 2017
D. Increased confidence and self-esteem for PP pupils with social and emotional issues	ELSAs employed to monitor pupils and provide timely action to address issues.	We want to provide extra support for our disadvantaged pupils who need additional outside of class support to ensure that they are ready to learn. Research from the EEF toolkit, shows that social and emotional learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). ELSA programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils.	Engage with parents and pupils before course begins to address any concerns or questions about the additional sessions. Impact overseen by ELSAs/ SENCo-liaises with class teachers to ensure that the benefits of learning mentor are transferred into the classroom. Preparation time for ELSA paid for out of PP budget.	ELSAs/ SENCo	June 2017
Total budgeted cost					£32,400

6. Review of expenditure				
Previous Academic Year		2016/17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. A higher percentage of eligible for PP achieve the expected level in Reading at the end of KS2	Staff training on reading comprehension strategies and high quality guided reading.	<p>There were improved outcomes at Year 6 and across the school for all children:</p> <p><u>Reading ARE or higher for all children:</u> Year 3: 2016 82% 2017 79% Year 4: 2016 69% 2017 88% Year 5: 2016 67% 2017 72% Year 6: 2016 71% 2017 80%</p> <p>62.6% of PP achieved ARE or higher across the school in Reading in 2017, compared to 57.5% in 2016.</p>	<p>Our approaches are having the desired effect across the school, although slight dip in Year 3.</p> <p>It is too early to say whether this is cohort specific or not given only two years to compare.</p> <p>Need to ensure best practice across the school, and that this is embedded.</p>	Nothing specific
B. A higher percentage of eligible for PP achieve the expected level in Maths at the end of KS2	<p>Greater depth learning approach implemented across the school.</p> <p>Staff training on the Greater depth approach to mathematics.</p>	<p>Improved outcomes at Year 6 and across the school for all children:</p> <p><u>Maths ARE or higher:</u> Year 3: 2016 77% 2017 87% Year 4: 2016 83% 2017 78% Year 5: 2016 68% 2017 75% Year 6: 2016 69% 2017 76%</p> <p>62.6% of PP achieved ARE or higher across the school in Maths in 2017, compared to 58.75% in 2016.</p>	<p>Our approaches are having the desired effect across the school, although slight dip in Year 4.</p> <p>It is too early to say whether this is cohort specific or not given only two years to compare.</p> <p>Need to ensure best practice across the school, and that this is embedded.</p>	Nothing specific
A/B A higher percentage of eligible for PP achieve the expected level in Maths and reading at the end of KS2	Year Leader/ Subject Leader release time to monitor progression of children at risk of falling off trajectory of progress.	<p>Impact of Year Leaders noted by Ofsted and clearly more impact happening in year teams.</p> <ul style="list-style-type: none"> 62.6% of PP achieved ARE or higher across the school in Reading in 2016, compared to 57.5% in 2015. 62.6% of PP achieved ARE or higher across the school 	Yes. Need to ensure best practice across the school, and that this is embedded.	£20,000

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
B. A higher percentage of eligible for PP achieve the expected level in Reading at the end of KS2	Daily small group sessions in phonics for low ability pupils in Year 3 with Year 3 teachers, teaching assistants in addition to in class phonics lessons.	<p>There were improved outcomes at Year 6 and across the school for all children:</p> <p><u>Reading ARE or higher for all children:</u> Year 3: 2016 82% 2017 79% Year 4: 2016 69% 2017 88% Year 5: 2016 67% 2017 72% Year 6: 2016 71% 2017 80%</p> <p>62.6% of PP achieved ARE or higher across the school in Reading in 2017, compared to 57.5% in</p>	Yes. The phonics work was embedded. We need to ensure this continues. Need to ensure best practice across the school, and that this is embedded.	£68,000
A/B. A higher percentage of eligible for PP achieve the expected level in Maths and reading at the end of KS2	<p>Employ two teachers to deliver small group targeted reading and Maths provision for all years for children who are below expectations, every morning.</p> <p>1hr per day per year group for Mathematics 0.25hrs per day Reading Support equivalent. 0.25hrs per day additional support equivalent.</p>	<p>Improved outcomes at Year 6 and across the school for all children:</p> <p><u>Maths ARE or higher:</u> Year 3: 2016 77% 2017 87% Year 4: 2016 83% 2017 78% Year 5: 2016 68% 2017 75% Year 6: 2016 69% 2017 76%</p> <p>62.6% of PP achieved ARE or higher across the school in Maths in 2017, compared to 58.75% in 2016.</p>	Yes. Really focus interventions on PP children especially in maths. However, finances have only allowed for one teacher in role to continue.	

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved oral language and communication skills for pupils eligible for PP	The Den	The Den and ELSA remain open to all pupils. It is very difficult to add any kind of diagnostic statement here as it is very hard to track success. The ELSA and Den provision is very popular and very well received. It supports a large number of children.	We are really pleased and would like to consider how to develop this role further, into looking at other “work projects” that ELSA can provide.	£21,000
	ELSA Support Residential trips and outdoor education After school clubs			
D. Increased confidence and self-esteem for PP pupils with social and emotional issues	ELSAs employed to monitor pupils and provide timely action to address issues. A play therapist will also be employed to work with specific pupils	The Den and ELSA remain open to all pupils. It is very difficult to add any kind of diagnostic statement here as it is very hard to track success. The ELSA and Den provision is very popular and very well received. It supports a large number of children.	We are really pleased and would like to consider how to develop this role further, into looking at other “work projects” that ELSA can provide.	

7. Additional detail
In this section you can annex or refer to additional information which you have used to inform the statement above.