

Orchard Primary School Pupil Premium Strategy 2016-2017



Amount of Pupil Premium Funding received 2016-17

Number of eligible pupils	58
Total PP received	£79 200

Identified barriers to educational achievement

- Access to quality language – especially from books
- Access to extra - curricular experiences such as trips & visits
- Attendance
- Parental engagement with school – attendance at information and workshop evenings and completing homework
- Behaviour – pupils with specific social and emotional needs which affect their learning

Key expenditure – how the allocation will be spent

Area of spend	focus	Total allocation
Quality First teaching, and in class support/intervention	English and maths	47 000
Disadvantaged Pupil Progress meetings ½ termly	Attainment and Progress	5 000
Educational visits, assistance with uniforms	Personal and social	2 200
Attendance, counselling, therapy	Personal and social	13 000
Mentoring	Attainment and Progress	5 000
Training	English and maths	7 000
Total		79 200

Area of spend	Intended Outcomes – why these approaches were taken	Actions
<p>Quality First Teaching</p>	<ul style="list-style-type: none"> • Improved learning outcomes in reading, writing and maths (meeting end of year age related objectives) • Improved confidence for pupils in specified areas • Learning tasks tailored to specific needs of pupils – closing the gaps in understanding • Maths mastery approach to ensure that children keep up not catch up • Pupils have dedicated time for homework activities and access to the computer if unable to do so at home. 	<ul style="list-style-type: none"> • Regular reviews of disadvantaged group to track progress and identify gaps • Teachers accountable for attainment and progress of all pupils, and need to take into account the needs of the disadvantaged pupils. • Teaching resources and materials to be matched to the needs of the pupils
<p>Disadvantaged Pupil Progress meetings</p>	<ul style="list-style-type: none"> • Tracking of pupils who are also on SEN register – teaching tailored to the pupils • Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets set for their progress • Provision map to show the interventions in place, and the impact of the interventions 	<p>Regular meeting with SENCO – review of interventions, re-shaping of grouping and focuses, sharing of ideas and resources</p> <ul style="list-style-type: none"> • Half-termly meetings with teachers, SENCO and support staff to plan and assess impact • SENCO to observe interventions and provide feedback regarding strategies, next steps and resources

Area of spend	Intended Outcomes – why these approaches were taken	Actions
<p>Funding for extra-curricular visits/trips/after school club</p>	<ul style="list-style-type: none"> • Social skills are developed through participation in a range of visits, clubs • Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities • Pupils are able to participate fully in school trips and residential trips • Learning is supported by trips that are carefully planned to enhance the school's curriculum • Social skills independence, perseverance and team work are developed through participation in group activities and overnight stays on residential. • After school club to support parents experiencing difficulties 	<ul style="list-style-type: none"> • Staff made aware of funding available – can approach parents if appropriate • Family worker to monitor needs of disadvantaged families and to deal with any requests for support
<p>Funding for attendance, counselling, play therapy, draw and talk</p>	<ul style="list-style-type: none"> • To provide dedicated time and support (1:1) to help build pupils emotional development • To improve self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom • Lunch time nurture provision to support vulnerable pupils • To improve the attendance of the Disadvantaged pupils 	<ul style="list-style-type: none"> • Clear protocols in place to ensure pupils are referred for the correct intervention • Regular opportunities for feedback to staff and parents. • Children accessing Lunch time nurture sessions to be monitored • Regular opportunities for pupils with poor attendance to meet with a mentor • Attendance Manager to provide school with regular monitoring information and to follow up poor attendance.

Area of spend	Intended Outcomes – why these approaches were taken	Actions
Mentoring	<ul style="list-style-type: none"> • Improve learning outcomes in reading writing and maths (greater proportion meeting ARE) • Pupils gain confidence with key concepts • Pupils feel equipped to tackle more challenging work. 	<ul style="list-style-type: none"> • Achievement and progress, to set aspirational goals. • Discuss with pupils how to improve outcomes • HT/DHT to meet with disadvantaged pupils to discuss their academic
Training	<ul style="list-style-type: none"> • Improve learning opportunities for disadvantaged pupils using the Maths Mastery and Accelerated Reader approaches in order to support the disadvantaged pupils with these key areas. 	<ul style="list-style-type: none"> • Staff to attend training throughout the year to develop skills in English and Maths • Regular opportunities to measure the impact of these approaches.

How will the school measure the impact of the Pupil Premium?

To monitor progress on attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupils premium. At Orchard Primary School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place ½ termly and will include HT, DHT, CT, SENCO, and support staff.

At each review the school will look at the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase.

Pupil Premium Funding and impact for this is a regular item at governors meetings, and the Governor responsible for disadvantaged pupils will review the Strategy each term and report back to governors.

Designated Staff member in charge: J Rowntree HT

Pupil Premium Mentors: A Cowley and J Rowntree

Nominated governor: Margaret Brook

Date of next Pupil Premium Strategy Review

24 November

26 January

23 March

18 May