

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	Great Orton Primary School
Number of pupils in school	18
Proportion (%) of pupil premium eligible pupils	2 pupils (11%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/2021- 2023/2024
Date this statement was published	16/1/22
Date on which it will be reviewed	1/12/22
Statement authorised by	
Pupil premium lead	Mrs Catherine Bellas
Governor / Trustee lead	Mrs Jill Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,236
Recovery premium funding allocation this academic year	£2,000
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	£7,236

Part A: Pupil premium strategy plan

Statement of intent

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers and those who are part of an Early Help Plan. 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 pupil's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, See the COVID-19 Catch up Plan and targeted support through the National Tutoring funding.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage, The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will;

- Ensure disadvantaged pupils are challenged in the work they are set.
- Act early to intervene at the point, need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupil's outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulty with Reading Comprehension than their peers. This negatively impacts their development as readers and mathematics word, reasoning and problem solving.
3	Assessments and observations indicate that school closure due to COVID-19 has resulted in significant knowledge gaps in mathematics, resulting in pupils working below age related expectations.
4	Assessments and observations indicate that children have significant knowledge and skill gaps in subject areas throughout the curriculum, resulting in children working below age related expectations.
5	Assessments and observations indicate that pupils have significant skills and knowledge gaps in writing, alongside a lack of stamina to write with independence and at length.
6	Our assessments, observations and discussions with pupils have identified social and emotional issues for many pupils, due to the lack of social and enrichment opportunities during school closure. Teacher referrals for support during the pandemic have increased significantly. During the 2020/2021 academic year, 10/ 19 (5 of whom are disadvantaged) KS2 pupils required additional emotional support. This work is ongoing in the 2021/2022 academic year.

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
Pupils pass the phonic screening check by the End of KS1.	<ul style="list-style-type: none"> • Consistent, quality first- teaching of Read Write Inc phonics lessons is evident through observation and Drop ins. • Early identification of children who are not on track to achieve phonics outcomes through school tracking and pupil progress meetings. • Targeted Phonics Interventions are impacting on pupil outcomes.

	<ul style="list-style-type: none"> • Phonic screening Assessments show pupils achieving expected outcomes.
Pupils are making accelerated progress in Reading Comprehension and are working at or above age related expectations.	<ul style="list-style-type: none"> • Consistent, quality first teaching of Reading comprehension skills using the FFT Recommended Reciprocal Reading approach. Monitored through observations and Drop ins. • Early identification of children who are not on track to achieve reading comprehension outcomes through school tracking and pupil progress meetings. • Targeted Reading Comprehension Interventions are impacting on pupil outcomes. • End of Year Statutory Assessments show pupils achieving expected or above outcomes.
Pupil gaps in mathematics skills and subject knowledge are progressively filled to enable pupils to work at or above age related expectations.	<ul style="list-style-type: none"> • Consistent, quality first teaching of mathematics skills and knowledge using the White Rose, maths mastery curriculum. Monitored, though observation and drop ins. • Diagnostic use of mathematic assessment at the start and end of a maths unit, to identify prior learning gaps, to reteach. • Whole school unit mathematics tracking and Termly summative assessments. • End of Year Statutory Assessments show pupils achieving expected or above outcomes.
Pupil knowledge and skill gaps in the subject areas of the curriculum are progressively filled to enable pupils to work at age related expectations.	<ul style="list-style-type: none"> • Consistent, quality first teaching of subject specific skills and knowledge using the Dimensions Curriculum. Monitored, though observation and drop ins. • Pupil Subject tracking on Track Zone. • Pupils know the skills and knowledge they are learning in each subject area. • Teachers are familiar with the progression of skills and knowledge for each subject area.
Pupil knowledge and skill gaps are progressively filled in writing to enable pupils to work at Age related expectations.	<ul style="list-style-type: none"> • Consistent, Quality- first Teaching of writing using the Hamilton Trust Literacy modules. Monitored through Drop ins and Observation.

	<ul style="list-style-type: none"> • A rich and motivating, text based writing curriculum is delivered daily with opportunities to write daily. • Pupils know the skills and knowledge they are learning. • End of Year Statutory Assessments show pupils achieving expected or above outcomes.
<p>To achieve and sustain improved wellbeing for all our pupils in school</p>	<ul style="list-style-type: none"> • Quality first teaching of the 3D, PSHE curriculum. Monitored through drop ins and observation. • Pupil wellbeing Survey. • Ongoing delivery of the 'Relax kids' programme.

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: £ 4,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the Read Write Inc approach to phonics (DfE validated synthetic phonics programme) to secure consistent phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics, Toolkit strand, The Education Endowment Foundation. EEF.	1.2
Training of staff to implement and analyse the PM Benchmarking standardised Reading and reading comprehension Assessment	Standardised tests can provide reliable insight into specific strengths and weaknesses to help each pupil and ensure the correct additional support through interventions and teacher instruction. Standardised tests, Assessing and Monitoring Pupil Progress, The Education Endowment Foundation. (EEF)	1,2
Training of Staff in the Reciprocal Reading approach to Reading Comprehension, to secure a consistent approach to the teaching of Comprehension.	The Fisher Family Trust (FFT) has identified Reciprocal Reading as an approach which can significantly impact on the progress of Reading Comprehension for pupils with good word reading but poor comprehension. FFT (Fisher Family Trust) EEF recommended.	1,2
Enhancement of maths teaching and curriculum planning to take into account pupil skill and knowledge Gaps. We will fund teacher release time to focus on mathematics CPD (including maths mastery training)	EEF Teaching mathematics guidance is based on best available evidence. Improving mathematics in Key stages 1, and 2.	3
We will fund staff CPD to develop understanding of skills	To support staff in meeting the needs of pupils who are working below age related expectations and plan teaching	4

and knowledge development in Geography, History and Science.	journeys that recap and revisit important prior knowledge and skills.	
Training staff to deliver and assess the 3D PSHE curriculum	There is extensive evidence associating childhood social and emotional skills with improved outcomes in school and in later life. <u>EEF Social and Emotional Learning</u>	5

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

Budgeted cost: £ 4,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Phonic tutoring sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with the Orgill Literacy Hub.	Phonic approaches have a strong evidence base indicating a positive impact on pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. <u>Phonics, Toolkit strand, EEF.</u>	1
Additional Reading comprehension Tutoring using the Reciprocal Reading Approach	Tuition Targeted at specific needs and knowledge Gaps can be effective method to support low attaining pupils. Both 1-1 <u>One to one tuition, EEF at education endowment Foundation.org.uk.</u>	2
Additional mathematics tutoring to focus on filling mathematical skills and knowledge gaps preventing attainment at Age related expectations.	Tuition Targeted at specific needs and knowledge Gaps can be effective method to support low attaining pupils.in small groups. <u>Small group tuition, Toolkit strand. EEF.</u>	3
Weekly, Relax Kids group, Social and emotional programme for all. Capacity for individual 1-1 social and emotional support as needed.	There is extensive evidence associating childhood social and emotional skills with improved outcomes in school and in later life. <u>EEF Social and Emotional Learning</u>	5

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to offer breakfast club and afterschool club provision	To achieve and sustain improved attendance through the 2021/2022 academic year.	5.
Continue to offer peripatetic music tuition in KS1 and KS2.	Increase pupil Cultural capital and wellbeing.	5
Continue to develop pupil cultural capital through trips visitors and enriching experiences. E.g. Live theatre, Outdoor education etc	Increase pupil Cultural capital and wellbeing	2, 5

Total budgeted cost: £10, 300

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, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Our internal assessments during 2020/2021 suggested that the performance of disadvantaged pupils was lower in KS2 mathematics, writing and reading comprehension, due to the impact of COVID-19 on lost teaching time and the reduced number of targeted interventions. The outcomes that we aimed to achieve in our previous strategy by the end of 2020/2021 were therefore not fully realised and will be carried forward into the 2021/2022 academic year.

Our assessment of the reasons for these outcomes, points primarily to COVID-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was detrimental to our disadvantaged pupils as they were not able to benefit from pupil premium funded improvements, breakfast and afterschool club provision, immersion in a rich and engaging curriculum and interventions, to the degree that was intended.

Specific curriculum content has therefore, been missed during the 2020/2021 academic year, leading to gaps in learning and stalled progression of learning journeys. This is the focus of the 2021/2022 Pupil Premium strategy.

The impact of COVID-19 was partly mitigated by our resolution to maintain high quality teaching and learning through daily differentiated online zoom lessons, through the national lockdown from 4th January 2021 to the 20th, March 2021, which was aided by school prepared work packs and the use of online resources such as the White Rose, Maths Mastery Teaching videos, Hamilton Trust Literacy Units and Dimensions Home learning Curriculum.

Attendance during 2020-2021 was 97.69%.

After the national lockdown, Children still had an appetite and positive attitude for maths. The daily mathematics lesson's using the White Rose materials, taught via zoom, positively impacted on pupil mathematics progress, during this period. The recall of basic skills had suffered, with children not able to recall addition facts, times tables and had forgotten once taught calculation strategies. This was reflected in 'white Rose and TT Rock star' assessments on return to school in March 2021. In response the TT

rock stars approach was implemented to improve Multiplication knowledge and the use of daily doodle maths time supported the acquisition of forgotten number facts.

Children accessed reading during lockdown more than any other subject. This was something that was more accessible for families and required less teacher input. However, children were less fluent in their reading and the gap between those children that read widely and those children who didn't became increasingly wide. Reading comprehension assessments showed that many children were working below age related expectations. In response, the school implemented daily Comprehension lessons using the cracking comprehension materials to discuss and teach key skills. This is a curriculum that is ongoing in 2020/2021 with the addition of Reciprocal Reading organisation and strategy teaching.

After lockdown, children had lost essential practising of writing skills. SPaG specific knowledge had suffered, leading to lack of fluency in writing. Those who had maintained writing throughout lockdown were less affected, however those who evidently didn't write much had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. This is an ongoing priority in 2021/2022, through the delivery of quality first teaching, literacy modules.

Children had been isolated at home, accessing friends, family and school through online platforms and social media. Children missed their friends and needed to develop their social and emotional skills to integrate back into school life with school rules. This was more challenging for some children with SEND. The introduction of the Relax kids Programme and 1-1 additional support, helped pupils deal with the effects of lockdown and on the absence of transition arrangements, in 2020-202, in preparation for Secondary School.

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
Read Write Inc Phonics	Ruth Miskin
Cracking Comprehension	Rising Stars
Dimensions: Learning Means the World, Curriculum.	Dimensions
Dimensions: 3D PSHE Curriculum	Dimensions
TT Rock Stars	TT Rock Stars
Relax Kids	Relax Kids

Further information (optional)

Our Pupil Premium Strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include;

- Partnership with The Orgill Literacy hub to embed the Read Write Inc Approach to Phonics and Early Reading.
- Additional L.A. funding to school and Carlisle Schools Partnership (CSP_ to improve reading outcomes in the 2021/2022 academic year.
- Offering a wide range of high -quality extracurricular activities to boost behaviour, wellbeing, attendance and aspiration.
- National Tutoring Funding

Planning, Implementation and Evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years has not had the degree of impact that we expected. A pupil Premium review was commissioned in 2019- 2020 to get an external perspective.

We triangulated evidence from multiple sources of data, including internal assessments, engagement in class, book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We also used the EEF's 'Guide to Pupil Premium' (Autumn 2021) and 'Using the Pupil Premium Effectively'.

We used the EEF implementation Guidance to help us develop our strategy, to help us diagnose specific pupil needs and the approaches to support.

We will continue to monitor and evaluate the impact of this strategy in place until 2023- 2024 and will adjust our plan over time to secure better outcomes for pupils.