



## Orchard Vale Community School Pupil Premium

### Summary of Pupil Premium Grant spending 2018-2019

The Staff at Orchard Vale are committed to ensuring that all children achieve their potential. We are all aware of the research showing disadvantaged children often fall behind their peers, achieving lower grades throughout their education. This is known as an 'attainment gap' and the purpose of the Pupil Premium (PP) is to 'narrow the gap'. As a result of the evidence, the government introduced the PP in April 2011. Pupil Premium is paid directly to schools.

#### Objectives in spending Pupil Premium Grant:

- To ensure that children in receipt of Pupil Premium Grant and Free School Meals are fit to learn both academically and emotionally.
- To narrow the gap in terms of attainment for children in receipt of Free School Meals.
- To accelerate progress for children in receipt of FSM.
- To ensure that of Pupil Premium Grant and Free School Meals are able to access all learning opportunities in the school curriculum including life experiences they may experience as part of clubs and education visits.

#### Who is eligible for the Pupil Premium?

- Those who have been eligible for Free School Meals at any point in the last six years (also known as Ever 6 FSM)
- Children whose parents are currently serving in the armed forces (or have served in the last 4 years also known as Ever 4)

#### Who is eligible for Pupil Premium Plus?

From April 2014 children who are looked after will attract a higher rate of funding than children from low-income families. These are children that;

- Left care under a Residential Order on or after 14 October 1991 (under the Children's Act 1989)
- Left care under a Special Guardianship Order on or after 30 December 2005 (under the Children's Act 1989)
- Were adopted from care on or after 30 December 2005 (and are in R to Year 11)
- Have a parent who self-declares their child's status to the school, providing supporting evidence (e.g. adoption order); and where the school records on the October School Census that they have a child who meets the above criteria

## **2018-19 Total Premium Grant: £72,600**

### **This is to meet the needs of 42 pupils**

We have reflected on our spending, its impact on children's learning and the school progress and attainment data when considering our spending for this forthcoming academic year.

**Funding has primarily been allocated towards staffing, including staffing for Sports, THRIVE and Emotional Well-being interventions.**

Interventions will include:

- Funfit Groups Daily
- Daily additional reading time and fine motor skills support.
- Specific phonics support
- High quality EYFS provision
- Forest schools.
- Music and drama performance projects. E.g. Shakespeare in School project.
- Self Esteem and Nurture Groups.
- Family THRIVE, THRIVE Pupil Groups and 1 to 1 support to promote emotional literacy and build the resilience needed to learn.
- Clubs to build self-esteem and the resilience needed to learn.
- Additional Phonics and support for children with Specific Literacy Difficulties/Dyslexia.
- Purchases of equipment for and places on school residential and enrichment events.
- Cookery and other practical life skill classes
- Music tuition lessons, choir, and participation in music festivals and with other schools
- Auditory memory groups.
- Personal support budgets to facilitate attendance at clubs, school visits and events
- Support to ensure that children have the necessary equipment to access and support the enriched and diverse curriculum
- Purchase of daily equipment to normalise groups of children into daily expectations.

Orchard Vale School: PUPIL PREMIUM ACTION PLAN 2018-2019

**SUMMARY OF PROPOSED SPENDING AND ACTIONS IN THE 2018-2019 ACADEMIC YEAR**

**EARLY INTERVENTION**

**Target 1: To ensure that all the pupils in receipt of Pupil Premium are fit to learn and their social and emotional needs are met so that barriers to learning are removed**

Rationale	Action	Cost	Staff members	Success Criteria	Impact
<p>It has been found that these children may:</p> <ul style="list-style-type: none"> <li>• Not use the range of emotional/social language needed to tell people how they are feeling</li> <li>• Have attended several primary/nursery schools and find it difficult to make friends</li> <li>• Have experienced challenges and interruptions to their social and emotional development</li> <li>• We have found that working with the child and both parents has been beneficial</li> <li>• Research shows that pupil premium want to feel as normal as everyone else and not having PE kits or drinks bottles leads to a feeling of not normal.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class THRIVE screens termly</li> <li>• THRIVE meet and greet sessions for children who need additional support with transitions</li> <li>• THRIVE 1 to 1 and small group sessions for children once or twice a week</li> <li>• Thrive practitioner license update, development and training</li> <li>• Identification of children who lack PE kits and other daily equipment</li> </ul>	<p>£16,091</p> <p>56.5 hours per week</p> <p>43 children to be supported</p> <p>Specific costs attached to buying individual equipment</p>	<p>FP/CH/SM/SF MM</p>	<p>Early identification of emotional needs</p> <p>Targeted support in place to meet the needs identified</p> <p>Improved ability to discuss and recognize their own emotions</p> <p>Identified children will be observed using taught strategies to self-regulate and clam</p>	

**OUTCOMES FOR CHILDREN**

**Target 2: Use of Early Years Pupil Premium so pupils in receipt of funding achieve GLD**

Rationale	Action	Cost	Staff members	Success Criteria	Impact
<p>Our schools tracking data shows us that:</p> <ul style="list-style-type: none"> <li>• Numbers of PP children are declining across the school and notably, 0% of pp children reached GLD last year.</li> <li>• Quick identification of SEND of PP children leads to good progress. We would aim to use quality first teaching across EYFS to ensure maximum progress and to improve outcomes.</li> <li>• Sutton trust advocates that pupil premium make the most progress through high quality early years provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued resourcing and development of physical development through daily opportunities to use outdoor equipment and resources</li> <li>• Use of early interventions to develop language and early literacy skills led by teachers and teaching assistants</li> <li>• Use of collaborative learning tasks to engage children in pre-reading and early literacy activities</li> <li>• Teaching assistants to support difficult transition periods for children such as coming into school, lunchtimes and going home time</li> <li>• Quality first teaching to be tracked as part of school improvement.</li> </ul>	<p>£14,093</p> <p>26.25 hours of support a week</p>	<p>KP/SC/ADL</p>	<p>Children will show improved physical skills and development by the end of the year</p> <p>Children will be supported in early literacy and maths skills and development</p> <p>Pupil premium children will achieve GLD by the end of the reception year</p>	

**OUTCOMES FOR CHILDREN**

**Target 3: To narrow the gap between those children in receipt of PP with national expectations and make progress at least in line with their peers**

Rationale	Action	Cost	Staff members	Success Criteria	Impact
<p>Our school progress data shows us that:</p> <ul style="list-style-type: none"> <li>• Children with PP and SEND identified needs are likely to make less accelerated progress than other vulnerable children</li> <li>• The attainment gap has narrowed between PP and Not PP children within the school context.</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised learning interventions will be carried out to improve the achievement of this group of children in reading, writing and maths. These will be delivered by HLTA/TAs</li> <li>• Additional targeted learning interventions and in class support to meet the needs as identified through teacher assessments</li> </ul>	<p>£35,156</p> <p>74 hours a week.</p> <p>2886 hours per year</p>	<p>IR/DH/LT/AP/ RB/DSB/</p>	<p>The majority of pupils will achieve at least national age-related expectations.</p> <p>Rates of progress for vulnerable children will be at least in line with their peers</p> <p>The attainment gap against the national expectation will narrow</p> <p>The in-school attainment gap at the end of year 6 will narrow</p> <p>Pupils will achieve highly in the Year one phonics assessment and will narrow the gap on their non PP peers at end of year 2 by reaching the national expectations.</p> <p>Pupils in EYFS will reach GLD at the end of Reception.</p>	

**THE WIDER CURRICULUM**

**Target 4: To enable all children to take part in the whole curriculum and learning opportunities that enhance and develop their life experiences and skills**

Rationale	Action	Cost	Staff members	Success Criteria	Impact
<p>It has been found that these children and families may:</p> <ul style="list-style-type: none"> <li>• Have financial restraints that can impact on a pupil's opportunity to access educational visits and offsite learning activities</li> <li>• Have financial restraints that can impact on a pupil's opportunity to experience common place life experiences</li> <li>• Pupils are often underequipped for activities or for life at school including having breakfast</li> <li>• Pupils are not often encouraged by parents to attend clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Use of financial provision in place to ensure all pupils have equal access to visits and residential trips as they receive 50% reduction in all costs or full funding</li> <li>• Use of financial provision in place to ensure all pupils have equal access to clubs, activities, and educational opportunities both in and out of school and will not be able to access them through lack of funds, equipment or transport etc</li> <li>• Use of financial provision in place so children have equal access to visits and experiences and extend their life experiences</li> <li>• Use of targeting pupils to experience and be part of clubs within the school day, before and after</li> <li>• Use of targeting children who do not have daily equipment or uniform to provide them with daily resources to enable them to feel normal.</li> </ul>	<p align="center">£7,260</p>	<p>SF/SM/CM</p> <p>Class teachers TAs</p>	<p>All children will have access to learning outside of the classroom and gain greater life experiences</p> <p>Children will have experiences that other children have with their families and this will boost their self-esteem and worth with their peers</p> <p>Levels of self-esteem will increase and children will have a sense of self-worth and be valued in the school community</p>	

**Total: £72,600**