

Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Orford CEVA Primary
Number of pupils in school	51 + 10 nursery
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2020-23
Date this statement was published	February 2023
Date on which it will be reviewed	December 2023
Statement authorised by	FGB
Pupil premium lead	Gemma Cannon
Governor / Trustee lead	Janet Bishop

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,175
Recovery premium funding allocation this academic year	
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	£22,175
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Part A: Pupil premium strategy plan

Statement of intent

All members of staff and our governing body take full responsibility for our socially disadvantaged pupils and are fully committed to supporting their pastoral, social and academic needs within a caring and nurturing environment. We take time to fully understand the strengths of each child along with the needs and challenges that each pupil faces and we ensure that we deploy funding in order to narrow the gap between socially disadvantaged pupils and their peers.

We ensure that the Pupil Premium is spent on improving the life chances of the poorest and most vulnerable pupils in our care by planning providing a high quality education and levels of support that enable our pupils to be the best they can be, to engage positively in their learning and flourish in all aspects of their school life.

Our main aims are to:

- Recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals and therefore we reserve the right to allocate the Pupil Premium to support any pupils or groups of pupils the school has legitimately recognised as being socially disadvantaged and vulnerable to underachievement as a result of poverty or deprivation.
- Ensure that where there are pupils eligible for the Pupil Premium who are not falling behind their peers, curriculum enrichment activities and PSHE are used to raise aspirations. (These pupils are clearly identified on the school's tracking system so that evidence of their performance is clear).
- Identify the funding received through the Pupil Premium in the school development & budget plan and allocate it carefully to address the varying needs of our vulnerable pupils.
- Closely analyse performance data in order to identify gaps in attainment and to determine the focus areas for additional support to all pupils including those entitled to benefit from the Pupil Premium.
- To increase the cultural capital of the pupil premium pupils and broaden their experiences.
- Evaluate and monitor Pupil Premium spending to measure impact and spend it in ways shown to be most effective

Provision - We do this through:

Early intervention - we identify children vulnerable to under-achievement in the EYFS or as soon as they are admitted to the school.

Termly pupil progress meetings to track and discuss pupils vulnerable to underachievement to ensure we are doing all we can to accelerate progress and monitor the impact of the support in place.

Giving effective feedback on learning – assessment for learning: ensuring that children know where they are in their learning journey and to work with them to plan their next steps and recognise their successes.

Small group bespoke interventions to address identified needs

Providing experiences in order to broaden horizons and provide enrichment, including the use of 'No Outsiders'

Funding after school clubs and extra-curricular activities where appropriate – looking at health and wellbeing and providing new opportunities.

Challenges

Challenge number	Detail of challenge
1	Maths Assessments and observations show that only 50% of disadvantaged children achieve expected standard in maths and make expected standard across key stages; this is much lower than their peers. This negatively impacts their self-esteem and increases the gaps in learning.
2	Key Stage Progress for Disadvantaged + SEND Assessments and observations show that none of our disadvantaged pupils who have SEND make expected progress across the key stage in reading, writing and maths. This is much lower than SEND children who are not disadvantaged.
3	Homework Records show disadvantaged children complete less homework and discussions suggest that they generally receive less support and encouragement at home in doing so. Homework is basic skill practice (spellings, reading, times tables) therefore non-completion can negatively impact on progress and potentially increase the gaps in learning.
4	Aspiration and Experience Discussions with pupils suggest disadvantaged pupils generally have limited aspirations and knowledge of the wider world with fewer opportunities for enrichment activities and experiences; or they don't know how to achieve their aspirations. This negatively impacts their drive and ambition to be successful. It also limits their cultural capital needed for topic work as well as ideas for writing and other activities.
5	Communication and Language Internal observations and discussions suggest that many of our disadvantaged children's language is underdeveloped and a number also access external

	Speech and Language Therapy. Limited language skills mean that children cannot always communicate their needs and also may not comprehend lesson content which increases gaps in attainment.
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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
To ensure pupil premium children's attainment is in line or better than their peers, and against national	Tracking and attainment data (via Pupil Assett, Key Marginal and Pupil Progress meetings) evidence favourable outcomes for our disadvantaged child There is demonstrable 'closing of the gap' over time for our PP children
The % of pupil premium children with SEND making expected progress across the school increases	Tracking and attainment data (via Pupil Assett, Key Marginal and Pupil Progress meetings) demonstrate increased levels of progress Intervention cycles and records show impact of closing gaps 100% PLP targets fully achieved each term
To develop effective, supportive and open working relationships with all parents and carers, so they feel empowered to support learning at home.	100% of parents and carers positively and proactively engage with school and have knowledge of school curriculum and activities. Records show that disadvantaged children complete all homework tasks 90%+ of the time
To fund a range of out of classroom experiences for pupils which build their cultural capital and understanding of the wider society of the UK and its diverse communities	100% of disadvantaged children attend curriculum trips. All pupil premium children have the opportunity to access after school clubs. Pupil voice informs choices of whole school trips to improve cultural capital e.g. visiting a non-Christian place of worship
All children have access to appropriate and effective Communication and Language support.	Speech Link and Language Link interventions have positive impact on the children accessing them Effective implementation and development of Oracy 21 throughout school Development of relationships with external SALT services to improve knowledge of and access to interventions available

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: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to support Quality First Teaching through performance management and CPD.	National studies (EEF teaching toolkit) evidence the significant impact of quality first teaching on pupil attainment and progress	1, 2, 5
Additional adult support (all day) within classroom to enable all children to access the curriculum and close gaps.	Internal observations and assessments as well as national studies evidence the positive impact of adults in the classroom to support learning if directed effectively.	1, 2, 4, 5
Development of knowledge of maths mastery and teaching of this for all staff	EEF Evidence states that spending funding on improving teaching might include professional development, training and support. Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving, is the key ingredient of a successful school and should be a priority for PP spending.	1, 3

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

Budgeted cost: £ 6,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-based academic mentoring implemented to enhance academic catch up for those whose gap has widened over COVID	Approved/recommended government approaches targeted at disadvantaged children.	1, 2, 3, 5
Targeted intervention for pupils in need of social and emotional support ELSA-trained LSAs offer intervention support to children with social and emotional needs		5

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support with any school trips and enrichment activities Funded extra curricular activities Funding some uniform items (2 per term)	Research has identified positive gains in progress for arts and sports participation, outdoor learning as a having a positive effect on pupil on outcomes.	1, 3, 4
Breakfast club	National studies evidence the advantages of a calm and settled start to the day with a healthy balanced breakfast.	1, 2, 3
Parent events including information evenings, inclusion in school activities and enrichment opportunities	Parental involvement with school and ethos of value of education at home have a significant impact children's attitude towards school.	3, 4

Total budgeted cost: £22,175

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data unavailable due to change in leadership

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
Thrive	