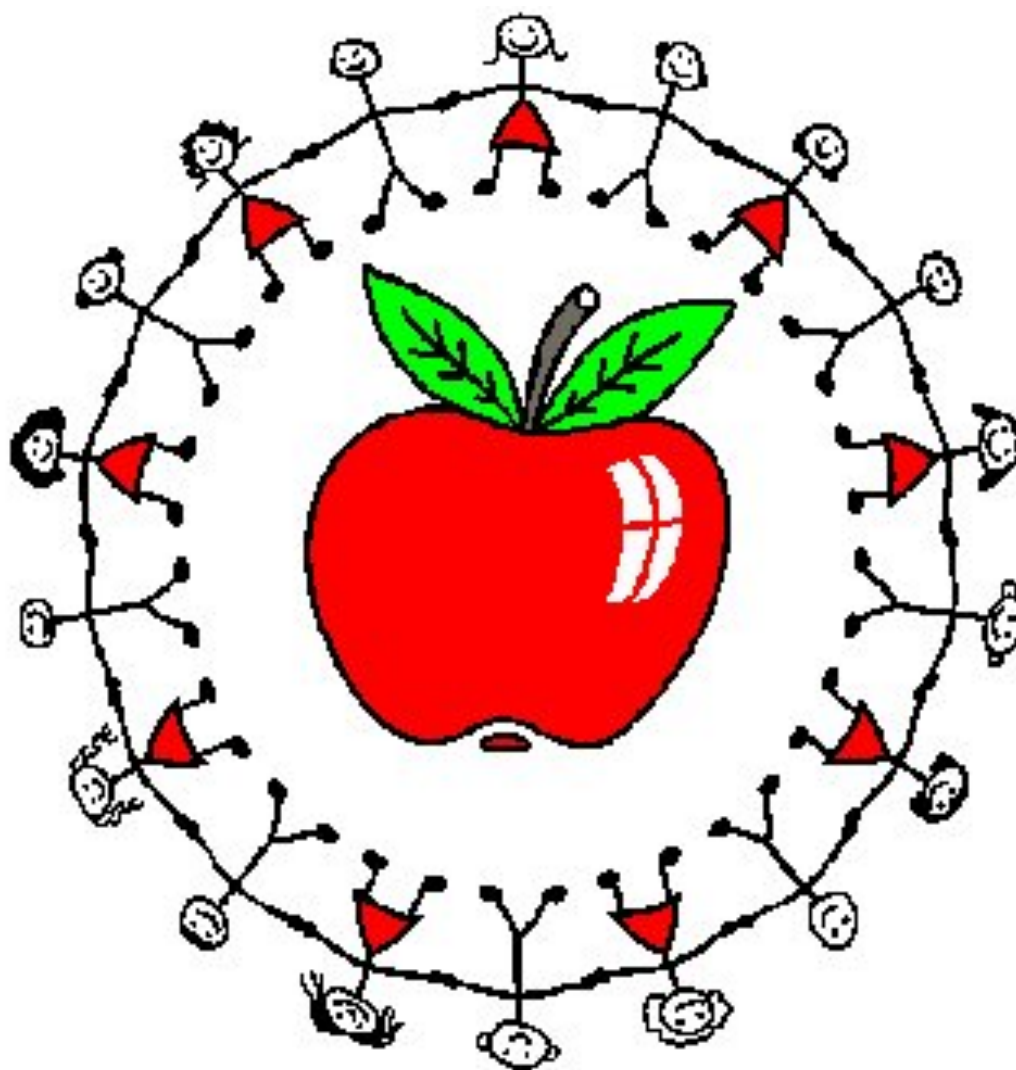
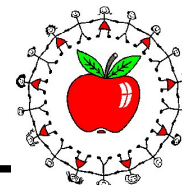

The Orchard Primary School



Pupil Premium Policy & Review 2015-16

Date of policy:	September 2016
Member of Staff Responsible:	Headteacher
Review	Autumn 2017



Aims

The targeted and strategic use of pupil premium will support us in achieving our aim of helping everyone to reach their full potential, regardless of their social or economic background or academic starting point. We will ensure that teaching and learning opportunities meet the needs of all our pupils and that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils, who are in receipt of free school meals, will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Therefore we reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable.

Background

The pupil premium is a Government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their non-deprived peers. The premium, currently £1320 per eligible pupil (YR-6), £300 (YN) is provided in order to support these pupils in reaching their potential. The Government has used pupils entitled to Free School Meals as an indicator for deprivation, and have deployed a fixed amount of money to school per pupil, based on the number of pupils registered for Free School Meals. The Pupil Premium also provides funding of up to £1900 for children who have been looked after continuously for more than six months and for each pupil who has left local-authority care for any of the following reasons:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

and £300 for the children of service personnel. The Government are not dictating how schools should spend this money, but are clear that schools will need to employ strategies that they know will support their pupils to increase in their attainment and 'narrow the gap'.

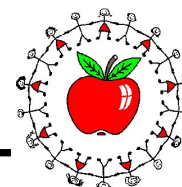
Provision

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils. Staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. By using a comprehensive monitoring and evaluation schedule staff will strive to narrow the gap between Pupil Premium and other groups of pupils.

We will be transparent in our reporting of how we have used the Pupil Premium funding, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.

We will

- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance.



- Use one to one and group work to provide high quality interventions to assist our pupils who need additional support in a time limited way.
- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'.
- Promote an inclusive and collaborative ethos in our classrooms, which enable pupils from disadvantaged backgrounds to thrive.
- Offer subsidised enrichment activities to ensure that children are given a full opportunity to develop other talents.
- Offer a rich and varied menu of activities designed to engage and motivate pupils, raising their aspirations and creating a positive view of learning.
- Encourage take up of Free School Meals (FSM) by working proactively with our parents and carers in a sensitive and supportive manner to remove any stigma attached to claiming FSM. We recognise the vital role that parents and carers play in the lives of their children and are aware of the language and cultural barriers within our community which prohibit parent understanding and therefore uptake of FSM.

Reporting

It is the responsibility of the Headteacher to feedback to Governors on:

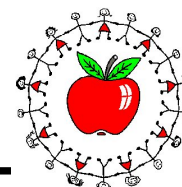
- An outline of the provision in place at the school
- An evaluation of the effectiveness, in terms of the progress made by the pupils receiving a particular provision
- The progress made towards narrowing the gap for socially disadvantaged pupils.

The Governors of the school will ensure that there is an annual statement to parents on how the pupil premium funding has been used. This task will be carried out mindfully of any requirements published by the Department of Education.

Publicising the Policy

This Pupil Premium policy along with the details of actions will be published on our website (with paper copies available on request from the school office).

We will also use other methods and occasions such as parents' evenings and assemblies, as appropriate to share information about the Pupil Premium.



The school received approximately £59,000 for the financial year 2015 -16.

Pupil Premium Spending Plan: April 2015 - March 2016

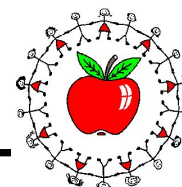
£8000	Specialist Teaching for 1:1 and small groups
£11544	Increased Staffing in the EYFS
£500	Uniform and PE Kit Subsidies
£7000	SENCo Support
£15000	Increased Teaching Assistant Support
£5000	Increased Learning Support Assistants
£5000	Play Therapy
£5000	School Lunch top up
£4000	School Residential
£1000	Class Trips
£1000	Swimming
£1000	Support for PEP

Pupil Premium Outcomes: July 2016

Progress (September 2015 – July 2016)

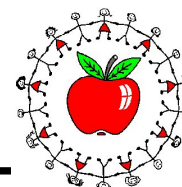
Year Group	Number of children	Progress					
		Reading		Writing		Maths	
Y1-6	50						
6	5	Below Sufficient	-	Very Strong	+	Very strong	+
5	7	Good Progress	-	Good Progress	-	Good Progress	+
4	9	Good Progress	-	Good Progress	-	Good Progress	-
3	9	Good Progress	=	Good Progress	-	Good Progress	-
2	11	Sufficient Progress	-	Good Progress	=	Sufficient Progress	-
1	9	Good Progress	-	Good Progress	=	Good Progress	+
R	7	87% making at least typical progress in all areas of learning 87% making at least typical progress in the Prime areas of learning					
N	11	86% making at least typical progress in all areas of learning 86% making at least typical progress in the Prime areas of learning					
Whole School	68 (17%)						

-	Below Non PPG
+	Above Non PPG
=	Same as Non PPG



Attainment (July 2016)

Year Group	Number of children	Attainment % met test standard YR, 2 & 6 and % broadly secure and above ARE Y1, 3, 4, 5 (Figures in brackets for Non PPG Pupils)			
		Grammar, Punctuation and Spelling	Reading	Writing	Maths
Y1-6	50		70% (84%)	58% (77%)	70% (83%)
6	5	60%	20%	80%	60%
5	7		71% (91%)	57% (91%)	71% (82%)
4	9		56% (91%)	33% (71%)	57% (86%)
3	9		56% (71%)	44% (61%)	67% (74%)
2	11	Dfe Cancelled	82% (84%)	64% (72%)	63% (79%)
1	9		100% (94%)	100% (90%)	100% (88%)
R	7	71.4% at Good Level of Development (above non PPG) 1.9 Average Point Score (below non PPG)			
N	11	Literacy 64%, Maths 55% this is above the whole cohort			
Whole School	68 (17%)				



Evaluation 2015-16 Provision

- | | |
|--------------------|--|
| EYFS | <ul style="list-style-type: none">• Good results for the PPG achieving a good level of development – this needs to be maintained through Y1-6 |
| Year 1 | <ul style="list-style-type: none">• Very good start with their progress and attainment – keep it up! |
| End of KS1
(Y2) | <ul style="list-style-type: none">• Well done in Reading need to improve further in writing and maths |
| Year 3/4 | <ul style="list-style-type: none">• Priority area for development in writing and reading. |
| Year 5 | <ul style="list-style-type: none">• One PPG is seriously ill and has lost a lot of education over the last 3 years.• The rest of the group are track to make good progress and attainment. |
| End of KS2
(Y6) | <ul style="list-style-type: none">• It was a challenging cohort of children with 30% SEN pupils and 60% of the PPG Pupils had SEN.• The SEN children struggled with the reading paper with only 25% achieving the required standard.• 1 PPG pupil achieved the standard who was not on the SEN register.• The PPG pupils did make strong progress in Writing and Maths but their outcomes were still lower than the Non PPG pupils. |
| Overall | <ul style="list-style-type: none">• School will produce a year group offer plan for the next academic year.• PPG children who are below age related expectations will have an individual support plan produced in conjunction with their parents, class teacher and Headteacher. |