# Pupil premium strategy statement

## This statement details our school’s use of pupil premium and recovery premium 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

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| Detail | Data |
| School name | Orrets Meadow School |
| Number of pupils in school | 81 |
| Proportion (%) of pupil premium eligible pupils | 41% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | 10th September 2021 |
| Date on which it will be reviewed | Every September - 2022, 2023, 2024 |
| Statement authorised by | C Duncan |
| Pupil premium lead | C Duncan |
| Governor / Trustee lead | C Cooper |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £49,695 |
| Recovery premium funding allocation this academic year | £20,300 |
| 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 | £72,685 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Pupils at Orrets Meadow, of whom all have SEND,will make expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning at home. We aim for disadvantaged pupils to have access to a wide range of interventions in schools to meet their SEND needs, identified on their EHCPs.  We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Orrets Meadow.  We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Outcomes and progress of the pupils are significantly affected by their SEND and home life. |
| 2 | Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health. |
| 3 | Limited life experiences and opportunities to join in enrichment opportunities due to their SEND. |
| 4 | Disadvantaged pupils have lower attendance due to low importance of school for some parents. |
| 5 | Parental engagement is difficult as no school gate and many parents have SEND. |

## 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.

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| Intended outcome | Success criteria |
| Pupils make at least expected progress in reading, writing and maths. | Gap will close in progress made between PP and non PP. |
| Increase overlearning and reinforcement in reading and maths at home and school. | Increase in reading ages and mental maths for PP pupils |
| Pupils access a wide range of interventions to meet their SEND needs, including speech and language. | As their SEND needs are being addressed, PP pupils make expected progress or exceed their targets set in R,W,M. |
| An intensive home school link service is provided by Orrets to support pupils and/or parents, identified by school as vulnerable or in need. | Parents indicate there are strong links between home and school and support is received for a wide range of needs.  Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance.  Behaviour incidents are reduced in school due to behaviour support in the home. |
| PP attendance increases. | Attendance of identified PP pupils increases and the gap between PP and non PP narrows. |
| Pupils access a wide range of enrichment experiences both in and out of school. | Pupil surveys reflect enjoyment in school and improved attitudes to learning.  Social skills, independence, perseverance and team work are developed. |

**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: £ *2000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| All teachers and Tas trained to assess pupils with Welcomm materials.  Teachers and Tas are taught by speech and language therapist to target gaps in pupils’ language identified by Welcomm with effective activities. | Specialists modelling and working alongside staff has greater impact on student progress from staff surveys.  Speech and language are one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum.  Speech and language data shows that if gaps in language are targeted then progress is accelerated. | 1, 2 |

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

Budgeted cost: £ *42,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| * Quality first teaching for all pupils. * TA CPD is ongoing for Maths and English by leads * Maths and English are high priority on school development plan and CPD plan. * Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. | * EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. * Sutton Trust – quality first teaching has direct impact on student outcomes. * Training and supporting highly qualified teachers deliver targeted support. | 1,2 |
| Purchase web based programs to be used in school at home.   * Bug Club * Education City * Purple Mash * Mathletics * Nessy | EEF toolkit – parental engagement  EEF guide to pupil premium – targeted academic support  EEF – digital technology – clear evidence technology approaches are beneficia for writing and maths practice. | 1,2,5 |
| * HLTA delivers interventions 0.4 days a week to pupils identified as in need. * Speech and language therapist supports HLTA to plan and deliver speech interventions * Shine Therapist – sensory integration therapy, occupational therapy (1 day a week) - £14000 * Speech and language therapist (2 days a week – LA pay for one day) .- £12000 * Lego Therapy * Speech and language * Social skills * Talk Boost | * EEF – oral language interventions consistently show positive impact on learning. * High quality small group interventions * Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. * Specialists lead CPD sessions and clinics with individual pupils and staff. * Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. * EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. | 1,2 |

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

Budgeted cost: £ *31,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| * Full time Home School Link Worker (£28,000) * HSLW contacts all new families as join, finds out needs and circumstances and offers support. Consent form filled in. * Register of families and level of support required. * PP families receive a weekly call off HSLW and offers of support. * Home visits * Signposting for support * HSLW attends TAF, CIN, CP meetings | Parent surveys  Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from home school link worker.  Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.  EEF toolkit– Parental engagement | 1,5 |
| * HSLW phones families at 9am if pupil not in school and offers support. * HSLW will pick up child from home if required. * HSLW works closely with attendance officer, pupils below 96% are identified and protocols followed. | Attendance data  Data shows pupils with highest attendance make the most progress at Orrets, due to increased opportunities for overlearning and access to a personalised curriculum.  Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance. | 1,4 |
| * Cultural capital experiences promoted in the curriculum. * Essential experiences built into Dimensions curriculum * Minibus to transport pupils across Wirral and beyond. * Reduction in cost of trips for PP * Residential trip cost is greatly reduced for PP * Sports events promoted to PP are encouraged to attend * Outdoor learning encouraged | Learning is contextualised in concrete experiences and language rich environments.  Oftsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.  Pupil surveys reflect greater enjoyment and engagement in school.  Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.  SHUE data  EEF – sports participation increases educational engagement and attainment.  EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence. | 3 |

**Total budgeted cost: £** *75,000*

# 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 2021 to 2022 academic year.

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| |  |  | | --- | --- | | **Challenges** | **Impact** | | Outcomes and progress of the pupils are significantly affected by their SEND and home life. | **July 22** – The government did not publish KS2 school level data for the 2021 to 2022 academic year.  **July 23 –** Data is as follows;  **Y1 Phonics –** 2/3 entered achieved the phonics standard.  **Y4 multiplication –** 3 entered and 1 achieved 24/25.  **KS1 –** all working below the standard  **KS2 –** Reading – 5 achieved the standard  Spag – 3 achieved the standard  Maths – 1 achieved the standard  Full range of online programs being used by all pupils in school and at home. Parents supported on how to use them through parent workshops. | | Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health. | **July 23 –**Together Trust ensures our sensory provision is of the highest standard – evidenced by our Advanced Autism Accreditation. Sensory therapist carries out sensory assessments and produced reports which are shared with parents. She delivers interventions to support sensory regulation. HW is carrying out interventions on speech, social skills, lego therapy with targeted children. Working closely with therapist to deliver additional speech support under her instruction. | | Limited life experiences and opportunities to join in enrichment opportunities due to their SEND. | **July 23** – All children attend school trips with funding not being the barrier. Forest Schools embedded across the school – each class has 7 weeks and gains Forest school awards. Wide range of enrichment activities available – see Facebook.22 out of 22 children took part in the residential trip to Barnstondale, partially funded by pupil premium. | | Disadvantaged pupils have lower attendance due to low importance of school for some parents. | **July 23** – Attendance for the year was 95.8%. Home School link worker supports pupils and parents with attendance. DfE phoned Orrets Meadow for good practice as attendance in a special school is very high against national. | | Parental engagement is difficult as no school gate and many parents have SEND. | **July 23** – Home school link worker employed full time and supporting parents at home, attending all meetings, supporting pupil attendance and signposting parents. Full range of coffee mornings. | |

## Externally provided programmes

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| Programme | Provider |
| Purple Mash | 2 Simple |
| Bug Club | Pearsons |
| Mathletics | 3P Learning |
| Nessy | Nessy Learning Ltd |
| Education City | Edmentum |