

# 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	Orton Wistow Primary School
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	43 pupils (10.41%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Sept 2021-August 2022
Date this statement was published	July 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Colin Marks (Headteacher)
Pupil premium lead	Colin Marks (Deputy Head Teacher)
Governor / Trustee lead	Kirsty Cleworth

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52130.00
Recovery premium funding allocation this academic year	£5147.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£57277.50

# Part A: Pupil premium strategy plan

## Statement of intent

At Orton Wistow Primary School, we believe in the need to develop the whole child within and beyond the curriculum. This is incorporated within our purpose statement where we strive to motivate our learners and encourage their creativity and curiosity. Everybody deserves the opportunities they need to succeed.

Our intention is that at Orton Wistow Primary School, we work as one to believe, achieve and succeed. Treating everyone equally and with respect, which in-turn helps us to find and nurture what makes each person an individual learner.

Our Pupil Premium strategy is based on our above statement, with the intent that all children, including non-disadvantaged, will benefit from the strategies outlined in this document.

To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach, in which all staff take responsibility for disadvantaged pupils' 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	Emotional resilience is much reduced for some children, potentially hindering progress and attainment.
2	Sensory/ physical needs for some children are high, potentially hindering progress and attainment.
3	Ability to access the curriculum within a whole class context, is difficult for a small number of children.
4	Specific learning difficulties identified.

## 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
Increased confidence and self-esteem for those children struggling with social and emotional needs and greater readiness for learning.	Teachers report increased readiness to learn and confidence in both attitudes to learning and resolving issues.
Children's sensory needs are identified and a specific 'sensory diet' is implemented.	Teachers report an increased readiness to learn and engage with the curriculum.
Gross and fine motor difficulties are identified and programmes are implemented.	Teachers report improvement in skills.
Personalised curriculum and delivery method is planned and implemented.	Measurable progress made using INSIGHT tracking system.
Clear and specific identification of learning needs and programmes of support for those children who continue to make slow progress.	Highly targeted programme of support for specific individuals with clear tracking of steps of progress.

## 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: £ 9200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD for Staff – 5 Ways to Wellbeing</i>	<a href="#">Five ways to wellbeing - Mind</a>	All
<i>CPD for Staff – PSHE Mental Wellbeing</i>	<a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a>	All
<i>Release Time for RSL and PSHE/Wellbeing Lead</i>	<a href="#">Characteristics of Effective Teacher Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	1

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

Budgeted cost: £32414

Activity	Evidence that supports this approach	Challenge number(s) addressed
Unit TAs	<ul style="list-style-type: none"> <li>To identify specific learning needs and run targeted programmes of support.</li> <li>Non-class based TA support for assessment, identification of needs, delivery of 1:1 teaching programmes and interventions</li> </ul> <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	All

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

Budgeted cost: £15614

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full Time Learning Mentor	<ul style="list-style-type: none"> <li>To support the emotional wellbeing of children across the school.</li> </ul> <p><a href="#">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	All

**Total budgeted cost: £ 57200.00**

## 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.

*Data highlighted below takes into consideration the impact of the previous Pupil Premium Strategy and a review of the 2 main objectives from how our funding is used is also listed:*

<b>Learning Mentor</b>	<ul style="list-style-type: none"><li>• Learning Mentor remains a solid requirement to supporting children's emotional wellbeing across the school. This is both on an ad-hoc basis and timetabled sessions for those in need.</li><li>• Communications between home and school, providing support for families and pupils remains established, with new connections being</li></ul>
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	<p>made when necessary</p> <ul style="list-style-type: none"> <li>• Children have an awareness of the support the Learning Mentor provides and know to ask for support/a teacher may direct for support.</li> <li>• Children and families feel safe at our school, with the most recent parent questionnaire reporting that 96% of parents stated 'their child feels safe at this school'</li> <li>• Learning Mentor is seen as a trusted adult, who assists in providing pupils with the strategies needed to support emotional</li> </ul>	
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	<p>l and mental wellbeing , back into the classroom .</p>	
<p><b>Unit TAs</b></p>	<ul style="list-style-type: none"> <li>• Unit TAs have weekly meetings with teaching staff to monitor and track targeted programmes of support, ensuring communication is paramount and there is flexibility within planning and implementation of support.</li> <li>• Unit TAs are able to deliver and have been delivering specific interventions and programmes of support for pupils – data has been analysed, to reflect those which</li> </ul>	



	have targeted pupil need most effectively.		
Current attainment – 2022 KS2 SATS Results:			
Total pupils = 59 PP = 8	Pupils eligible for PP at OWPS	Pupils not eligible for PP at OWPS	All Pupils (national – 2022)
% achieving ARE in Reading, writing and maths combined (2022)	50%	69%	59%
% achieving ARE in Reading (2022)	75%	76%	74%
% achieving ARE in Writing (2022)	50%	76%	69%
% achieving ARE in Maths (2022)	62.5%	77%	71%

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

- Sensory Circuits – Resources & Equipment
- Lunchtime Leaders
- Wellbeing & Mindful Garden
- School Partnership Programme
- Joint Practice Development (OWN Trust)