

## Pupil Premium 2019-20

### Main Barriers to Educational Achievement faced by eligible pupils and the reasons for our approach to the spending of the Pupil Premium

Barrier	Approach chosen
Increasing the attainment of more able pupils eligible for the pupil premium, particularly in writing.	High quality teaching and learning opportunities from teaching and non teaching staff and where necessary appropriate interventions in small groups. Pupils highlighted at pupil progress meetings every half term. Continue to develop use of evidenced based interventions that we have had previous success with such as Catch Up.
Home support	Our parents are very supportive of their children's education but often seek support on how to best support their learning at home. We have increased the number of parental workshops that we offer the parents to 1 every term. These are now focused on learning in core subjects, rather than around art and DT which was previously the case.
Extending the teaching hours within the school day	<p>The Teaching Assistants at school are extremely well trained in delivering and supporting structured interventions.</p> <p>The impact of interventions such as Catch Up Reading and Maths, Wellcomm, have been significant on raising outcomes.</p> <p>Children across the school have been trained as 'Maths Mentors'. This involves them working with less able children during playtimes and lunchtimes to deliver maths boosters, therefore increasing the hours taught within the school day.</p>
High quality teaching for all	Ensuring that all teachers are at least consistently 'good'. Our CPD is thoroughly evaluated for impact; all staff members complete AIN (Action, Impact, Next Steps) records following any CPD they receive. These are monitored by SLT and poor impact results in the CPD not being replicated the following year.
Mental health and well-being	This is a significant, and increasing issue at The Orchards. Lego Therapy has been introduced which has had a positive impact on the children and will therefore continue. In 2019, all staff received trauma informed attachment awareness training which resulted in an action plan being put into place for the 2019-2020 academic year. We also buy in support from Malachi for both children, families and staff, to receive counselling support.
Persistent absence	Offering free places at Breakfast Club. We anticipate that this will have a positive impact on our persistent absence rates. Continue to monitor attendance of pupils eligible for the PP.

