

Pupil premium strategy statement – Orchard Academy

This statement details our school's use of pupil premium for the period of 2025-28 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	Orchard Academy
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026 September 2027 September 2028
Statement authorised by	Zoe McIntyre
Pupil premium lead	Chris James
Governor / Trustee lead	Nieve Jones / Zaiba Rehman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236,829
LA Pupil Premium	None
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
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	£254,450

Part A: Pupil premium strategy plan

Challenges

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

Challenge number	Detail of challenge
1	<i>Disadvantaged pupils perform less well than their non-PP peers.</i>
2	<i>Attendance rates for PP pupils are lower than non-PP pupils.</i>
3	<i>Financial disadvantage can have an impact on access to enrichment opportunities for our pupils resulting in limited aspirations.</i>
4	<i>Children and family's emotional welfare can act as a barrier to effective engagement with school.</i>
5	<i>Low levels of engagement with home, particularly with reading and homework.</i>

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
Disadvantaged pupils achieve at least as well as their peers. Gaps between the achievement of disadvantaged pupils and that of non-disadvantaged pupils are narrowing quickly. (Taken from Orchard's 2025-26 School Improvement Plan).	Pupil progress meetings identify those pupils who need intervention. Assessment data is used to identify gaps in learning. ISPs are used to support learning.
Teachers and ISPs use targeted interventions effectively, in conjunction with high quality teaching, for pupils who need additional support. (Taken from Orchard's 2025-26 School Improvement Plan).	-Interventions are targeted on identified gaps in learning. -Timetabling of interventions ensures that disadvantaged pupils can keep up with their peers.
The number of children accessing the enrichment provision at the school is in line with non-disadvantaged peers.	-Audit interests of disadvantaged pupils to tailor enrichment provision. -Pupil Premium uptake of clubs is in line with their non-PP peers. -Overall PP attendance is increased on previous years.

Attendance of students in receipt of Pupil Premium is in line with their non-Pupil Premium peers.	-Clear evidence of action taken because of monitoring of PP attendance. -Parenting contracts are in place for all families where attendance is below the national average.
Lower teacher to pupil ratios leads to improved outcomes for Pupil Premium children.	-Narrowing of the attainment gap between PP/Non-PP pupils at each assessment point. -Progress rates for PP students are in line with, or better, than their peers.

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: £ 86,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduce pupil to teacher ratios to increase direct pupil interaction levels in Year 3, Year 4 and Year 6 Maths.</p> <p><i>Key Activities:</i> -Recruit a Maths Specialist to support the teaching of Maths in Year 3, 4 and Year 6. (£15,500) -Designate 1.5 hours per day of ISP (Inclusion Support Practitioner) time to Times Table interventions in Year 4. (£6,200)</p>	<p><i>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (EEF) + 5 months</i></p>	Challenge 1
<p>Ensure quality of feedback for all PP children is purposeful and progressive and move learning forward</p>	<p><i>Sir Kevin Collans, CO of the EEF, "Rather than relentlessly pursuing unproven and unsustainable approaches, a guiding principle might be to mark less,</i></p>	

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Key Activities:</i></p> <ul style="list-style-type: none"> -Live marking is used consistently to address misconceptions and errors ‘in the moment.’ -Children are actively engaging with the feedback provided. -Feedback is timely and regular to address individual of areas of successes and areas to further develop. <p>(£31,000)</p>	<p><i>but mark better, informed by what the evidence tells us so far is likely to have the most impact.”</i></p> <p><i>EEF states “There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.</i></p>	
<p>Deliver high-quality model lessons, live coaching and team teaching across the core curriculum for all teachers.</p> <p><i>Key activities:</i></p> <ul style="list-style-type: none"> -Recruit a Senior Leader to deliver the above, daily, with a focus on raising attainment for Disadvantaged and specifically PP/SEND combined. -3 hours of daily dedicated time for model lessons, live coaching and Team Teaching. <p>(£35,100)</p>	<p>EEF Implementation Guidance (2024)</p> <p><i>urges embedding evidence-based programmes, aligning with school priorities, and supporting staff through coaching.</i></p>	

Targeted academic support (for example, support structured interventions)

Budgeted cost: £ 93,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To accelerate progress for identified pupils—particularly those who have fallen furthest behind—through targeted, high-</p>	<p><i>EEF Rationale:</i></p> <ul style="list-style-type: none"> • ‘There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.’ 	<p>1, 2, 3, 4</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>quality support and structured interventions that address gaps in learning.</i></p> <ul style="list-style-type: none"> • Provide additional support through structured interventions delivered 1:1 or in small groups, tailored to individual learning needs. • Incorporate intervention strategies within classroom teaching to ensure continuity and reinforcement of learning during lessons. • Regularly assess pupil progress to identify specific gaps in knowledge and skills, ensuring timely and appropriate intervention. • Track the impact of interventions through progress data, pupil voice, and work scrutiny to ensure they are effective and responsive to pupil needs. <p>(£62,000)</p>		
<p><i>To ensure that Pupil Premium pupils who are also identified as having (SEND) make at least expected progress in line with their personalised targets.</i></p> <p><i>Key activities:</i> <i>Deliver tailored interventions that address the specific learning needs of PP pupils with SEND, ensuring these are regularly reviewed and adapted based on progress.</i></p> <p><i>Proactive SENCo Involvement:</i> <i>The SENCo actively monitors the academic and developmental progress of</i></p>	<p><i>Education Endowment Foundation (EEF) – Selecting Interventions</i> <i>The EEF highlights that small group and one-to-one interventions, when carefully selected and closely matched to pupils’ specific needs, can have a moderate to high impact on progress—especially for pupils with SEND</i></p> <p><i>EEF Guidance on Teaching Assistants and SEND</i> <i>The EEF also stresses the importance of effective deployment of SENCos and support staff, noting that SENCos play a critical role in:</i></p> <ul style="list-style-type: none"> • <i>Monitoring progress.</i> 	<p>1, 2, 3, 4, 5</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>these pupils, using data to identify needs and ensure timely support is in place. The SENCo provides ongoing advice and training to class teachers and support staff on effective strategies, and intervention approaches for dual-identified pupils.</i></p> <p><i>Use regular assessment cycles and pupil progress meetings to evaluate the impact of interventions and adjust provision accordingly.</i></p> <ul style="list-style-type: none"> <i>Engage parents and external professionals in reviewing support plans and ensuring a joined-up approach to meeting pupils' needs.</i> <p><i>(£31,000)</i></p>	<ul style="list-style-type: none"> <i>Advising teachers on appropriate strategies.</i> <i>Coordinating support and ensuring interventions are well-targeted and impactful</i> 	
<p>To create a positive, inclusive, and structured playtime experience for all pupils, including those eligible for Pupil Premium, by promoting positive behaviour, peer support, and staff consistency.</p> <ul style="list-style-type: none"> • Train a group of Playleaders—including Pupil Premium pupils to support younger children during break and lunchtimes, including indoor play sessions. • Ensure all staff are trained in the consistent implementation of the school's behaviour curriculum with a focus on promoting positive interactions during unstructured times. • Regularly review the impact of playtime strategies through pupil 	<p><i>The Education Endowment Foundation (EEF) and Early Intervention Foundation (EIF) highlight that explicitly teaching and modelling social and emotional skills, including during unstructured times like playtime, supports behaviour, inclusion, and academic outcomes. Staff training and consistent reinforcement of behaviour expectations are key to success.</i></p>	2, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>voice, staff feedback, and behaviour logs to ensure continuous improvement and inclusion.</p> <p><i>(Cost included within other areas of allocation).</i></p>		

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

Budgeted cost: £ 74,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase the number of PP students participating in the school enrichment offer.</p> <p><i>Key Activities:</i> -Designate a ‘Clubs Lead’ with performance target linked to increased PP club participation (£3,100) -Allocate funding to external club providers to provide 8x free places for PP students per session. (£7,800) -Allocate funding to provide spaces in all other clubs for PP students. (£16,600) -Offer reduced costs for school residential to all PP families based on level of need – including free places where necessary) (Year 4 - £5,600) (Year 6 - £11,250)</p>	<p><i>We know that enrichment, through sports, arts, music or hobbies clubs, is beneficial for children and young people, improving their confidence, social skills, self-esteem, and provides them with new skills and abilities</i></p> <p><i>Reference Educational Policy Institute</i></p>	
<p>Daily attendance monitoring and action to increase PP attendance:</p> <p><i>Key Activities:</i> -Designated Attendance Officer to track attendance of all PP pupils.</p>	<p><i>Supporting attendance improvements may include having a dedicated attendance lead and/or central attendance staff who can drive attendance improvement across the trust, work more intensively with the schools who require it, and act as a</i></p>	<p>Challenge 2</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>-Designated Attendance Officer to monitor any PP students who fall below 95% attendance.</p> <p>-Designated Attendance Officer to run weekly 1 hour drop ins to support parents with attendance issues.</p> <p>-Designated Attendance Officer to update PP families weekly with attendance concerns, meeting where necessary to support improvements and remove barriers.</p> <p>(£14,056)</p>	<p>central contact point for schools with attendance queries.</p> <p>Reference- Working together to improve school attendance Statutory guidance for maintained schools, academies, independent schools and local authorities.</p> <p>Increased attendance at school is vital to enable pupils to reach their potential in terms of attainment and progress. NFER briefing for school leaders identifies addressing attendance as a key step. Reference EEF.</p>	
<p>Increase SEMH provision through the permanent use of an Emotional Literacy Support Assistant.</p> <p>Key Activities:</p> <p>-Acquire ELSA resources to deliver the programme and support sessions.</p> <p>-Fund supervision for ELSA, half-termly.</p> <p>-Protect ELSA timetable for 0.5 of the weeks.</p> <p>(£16,000)</p>	<p>User feedback from ELSA support-tools (e.g., Purcell et al., 2023) reports decreased absenteeism and increased confidence</p> <p>Doctoral research (2020, 2021) suggests individual ELSA interventions create culture shifts across schools: more open emotional climates, rises in staff confidence, and greater early identification of needs.</p> <p>DfE Working Together 2023 emphasizes early help and safeguarding frameworks—ELSA provision fits within those targeted, school-based support tiers.</p>	

Part B: Review of outcomes in the previous academic year 2024/2025

Pupil premium strategy outcomes

Intended outcome	Success criteria	Impact
<p>All PP children make improved rates of progress, including those disadvantaged pupils with English as an additional language.</p>	<p>All interventions are appropriate to identified needs and are having an impact. These interventions are reviewed by the class teacher. Half termly interventions address gaps in learning, enabling pupils to 'catch up.'</p> <p>Disadvantaged pupils make expected or better progress to individual targets, especially children with SEND, EAL, safeguarding, LAC, BME.</p>	<p>Termly learning conferences completed to engage parents and carers with their children's academic progress.</p> <p>Pupil Progress meetings identified all children not making expected progress and intervention plans put in place. Identified times for interventions during assembly. Pre and Post teaching interventions put in place. Quality first teaching within classroom targeted those not making expected progress. The use of NTS assessments has enabled gaps to be identified. This has resulted in the accurate identification of PP pupils to be part of catch-up interventions.</p> <p>Interventions have been completed within lessons, using a retrieval and cognitive load theory approaches, Pupils are able to know and remember more and the Rosenshine Principles and Teaching and Learning Framework has supported this.</p> <p>Premium pupils in all year groups have made progress in relation to writing targets, however in all year groups the percentage of pupil premium pupils at expected is lower than the national averages. Writing is an area to focus on next academic year for all pupils and especially for those pupils who are Pupil Premium.</p>
<p>To identify the interests of all PP pupils so that appropriate enrichment opportunities are provided, contributing to improving mental health and wellbeing, resulting in pupils developing and maintaining positive learning behaviours</p>	<p>Teachers will address interest in September, these will be shared with SLT</p> <p>Plans in place to ensure enrichment activities take place for all.</p> <p>Pupil voice is used to identify the appropriateness of activity and intervention and the impact on pupils' wellbeing</p>	<p>A range of enrichment activities have ensured that pupils remain engaged with school and their learning, with pupils accessing activities specific to their needs.</p> <p>Monitoring of activities accessed by Pupil Premium pupils. Those who had not received any funding for residential, trips and clubs approached directly to identify interests and relevant activities suggested. All Pupil Premium children had same access to enrichment opportunities in school and after school clubs as non-Pupil Premium pupils. All Pupil Premium pupils had a fully or partly funded enrichment opportunity (club and/or trip/residential).</p> <p>All pupils who have participated have demonstrated an improved attitude towards school and their learning, with some pupils demonstrating improved confidence and self-esteem, impacting on positive outcomes.</p>

	All	Pupil Premium	Non-Pupil Premium
Attendance	95.99%	94.66%	97.14%
Y6 Reading	62%	52% (22 of 42 PP)	70%
Y6 Writing	66%	60% (25 of 42 PP)	72%
Y6 Maths	57%	52% (22 of 42 PP)	62%
Y6 SPAG	60%	52% (22 of 42 PP)	66%
Y6 RWM	51%	43% (18 of 42 PP)	57%
Y4 MTC Full marks	43%	35% (14 of 40 PP)	49%
Y4 MTC Average score	22.1	20.9	22.9