



## Pupil premium strategy statement – Orchard Academy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Orchard Academy
Number of pupils in school	357
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 to 2023/24 academic year
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mr. Callum Brown (Headteacher)
Pupil premium lead	Mr. Callum Brown (Headteacher)
Governor / Trustee lead	Mr. Femi Okeya

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,820
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	£182,820



# Part A: Pupil premium and Recovery Premium strategy plan

## Statement of intent

At Orchard, we set high expectations and have high aspirations for *all* our pupils. We believe passionately that education plays a powerful and transformative role in improving life chances. We aim to do whatever we can to remove barriers that may stand in the way of pupils achieving an excellent education, preparing them for secondary school and life beyond education. As such, our main purpose is to focus on closing the gaps in achievement and attainment that may exist for different groups of pupils in our academy.

Our aim is to diminish any potential differences between our disadvantaged pupils and their peers, be they academic or with respect to personal development.

Pupil Premium allows us to continue and extend much of the good work we already do each year in support of those pupils in receipt of it. Among other benefits, Orchard employs a Sports Coach, Specialist Languages Teacher, Librarian and Music Service Specialist Teachers, who actively monitor and enrich the children's experience and progress in these areas. In addition to this, Orchard employs a full-time Safeguarding & Inclusion Leader to support and provide for the welfare of vulnerable children and groups. Teaching Assistants and providers of intervention sessions continually liaise with the Class Teacher, Headteacher, Assistant Headteachers, Year Group Leaders, Curriculum & Achievement Leader and SENCo to ensure gaps in attainment are narrowed for all groups with accelerated progress being made by targeted children to ensure that they reach their full potential based on their starting points.

Interventions usually take place over six-weekly cycles and are aimed at giving children a 'boost' at the beginning of topic or support and development in areas that have been identified by the SENCo, Class Teacher or Year Group Leader. Through continual and in-depth dialogue with the Assistant Headteachers, Curriculum & Achievement Leader, Safeguarding & Inclusion Leader, SENCo and Year Group Leaders, any children identified as requiring additional support are monitored and interventions are put in place when and, where necessary, following termly / half-termly pupil progress meetings.



At Orchard Academy, children are certainly not singled out or stigmatised for receiving extra support and we would never label children for receiving free school meals or other financial benefits. As well as Pupil Premium funding for the enhancement of children's learning, funding is also directed towards developing the whole child; layering the children with experiences that will benefit them spiritually, socially morally and emotionally. School educational day trips and residential visits are funded for Pupil Premium children when necessary, including any resourced specific activities that may be organised in school. School uniform and PE kit is also provided if required. Extra-curricular activities, such as Ride-High and other school clubs are funded through Pupil Premium. Children are also supported with breakfast club access.

Our academic Pupil Premium funding focuses on the provision and implementation of individual and small group support in reading, writing and maths and the extension of first-hand experiences to support, enhance and develop learning across the curriculum. At Orchard, we are committed to ensuring all our children make the best possible progress at every possible opportunity. We track the achievement of every child on a regular basis and do all we can to make sure each child achieves their full potential and beyond. We have a fundamental duty to ensure that no group of children are disadvantaged due to their gender, ethnic origin or family income or background.

We continue to strive for whole-school improvements in the following areas:

1. To ensure the quality of teaching and learning is consistently good, especially of the fundamentals of reading, writing, mathematics and oracy, so that outcomes for all pupils (including SEND) meet or exceed national averages.
2. To develop a high-quality specialist provision for children with social communication difficulties that effectively meets the needs of its pupils.
3. Ensure all staff set high expectations of their pupils and their behaviour, working collectively to support our children with additional emotional / wellbeing needs that lead to challenging behaviour.
4. To deepen our pupils' cultural capital by enhancing the provision for personal development, including both curricular and extra-curricular enrichment.
5. To create a culture where all staff take ownership of their own and others' development to enable whole-school improvement that has a positive impact on pupils and the community.



## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	High levels of child protection workload and SEMH issues amongst pupils and parents, exacerbated by the pandemic.
2	Low levels of parental engagement.
3	Low levels of attainment on entry, exacerbated by recent partial school closures.
4	Pupils have fewer opportunities for experiences outside of the home and their local area.
5	Lower attendance rates. Higher rates of lateness and persistent absence.



## 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
<p>1. Increased engagement in reading amongst disadvantaged pupils</p> <p>A new reading strategy has been launched which seeks to better ensure children are 'matched' to an appropriate reading book, are heard reading more often by teachers and teaching assistants, are given the opportunity to take a high-quality library book of their choice home and are taught 'reading skills' one and a half hours per week.</p>	<ul style="list-style-type: none"> <li>• Reading records and pupil surveys will show that pupils are better engaged in reading, able to name more authors and confidently discuss their reading preferences and habits.</li> <li>• Outcomes at the end of Key stage 2 will demonstrate that the attainment and progress gap for disadvantaged pupils at Orchard are in line with national average.</li> </ul>
<p>2. Attainment for disadvantaged pupils in reading and writing should increase in all year groups, with accelerated progress in reading made by children new to school.</p> <p>This should be demonstrable by termly assessments when analysing pupil progress. There should also be an increase in reading attainment data when comparing current cohort's assessment data to previous year groups.</p>	<ul style="list-style-type: none"> <li>• Internal school attainment data will demonstrate that the gap is diminishing between disadvantaged pupils and their peers.</li> </ul>
<p>3. Interventions (including phonics) support disadvantaged pupils to make progress in areas where they may have fallen behind their peers.</p> <p>Interventions will be regularly reviewed at the end of each 6-weekly cycle. This will allow us to accurately see if the intervention has had its intended impact across the cohort.</p>	<ul style="list-style-type: none"> <li>• Half termly monitoring cycles show that children are making progress from their intervention starting points so that the gap closes with the rest of their cohort.</li> <li>• Interventions are adapted or change based on six-weekly monitoring cycle outcomes.</li> </ul>
<p>4. Staff use provision maps on Edukey, which the SENCO and parents can use to track progress.</p>	<ul style="list-style-type: none"> <li>• Regularly reviewed, comprehensive provision maps are used to support and engage parents in understanding and supporting their child's learning journey</li> </ul>



<p>5. Disadvantaged pupils encouraged and given opportunities to use 'Sumdog' to increase mental fluency in mathematics.</p> <p>Pupil progress is tracked in learning of multiplication tables. Increased use will see increase in scores. Use of 'TT Rockstars Soundcheck' will let us track how well the children are doing in their times tables and familiarise them with the format of the MTC.</p>	<ul style="list-style-type: none"><li>• Pupils are confident with their times tables and are able to perform well on the MTC.</li></ul>
<p>6. Disadvantaged children's knowledge of the world and aspirations are improved.</p> <p>Opportunities are provided to develop social skills, new skills, develop teamwork and independence. E.g. outdoor pursuit skills.</p>	<ul style="list-style-type: none"><li>• Residential planned for each year group. Increased numbers of disadvantaged children attend residential trips, supported through PP funding.</li></ul>
<p>7. Children's knowledge of the world and cultural capital is improved. An opportunity to develop social skills, new skills and develop teamwork.</p>	<ul style="list-style-type: none"><li>• Clubs reintroduced. Day trips and visitors to school are planned.</li></ul>



## 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: £92,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>External Staff CPD</u> Targeted and bespoke external CPD delivered to staff to ensure high quality teaching and learning across the school. Examples: Joint planning days with maths and English specialist consultants.</p>	<p><u>High Quality Teaching</u></p>	<p>3</p>
<p><u>Collaborative Learning Opportunities</u> Pupils given opportunities to develop social skills and support each other to increase attainment. Examples: Northampton Saints Foundation: "<u>Foundations of Writing</u>" Programme. "History off the Page" days. <u>Let's Pitch It (KS2 and 3)</u> <u>  Siddiqui Education (siddiqui-education.co.uk)</u></p>	<p><u>Collaborative Learning Approaches</u></p>	<p>1, 3, 4</p>



<p><u>SALT</u> Commissioned speech and Language therapist time</p> <p>Support from Qualified Speech and Language Therapists ensures both speech and language processing issues are identified and supported for key children across the school.</p> <p>Wellcomm SALT assessment and intervention</p>	<p><u>Oral language interventions</u> <u>One to One tuition</u></p>	<p><b>3</b></p>
<p><u>Catch-Up Tuition and Interventions</u> A catch-up tutor to target the academic support of disadvantaged children through one to one and small group interventions.</p>	<p><u>Small Group Tuition</u> <u>One to one Tuition</u></p>	<p><b>3</b></p>
<p><u>Peripatetic Music Programme</u> Opportunity to enhance curriculum and encourage talents while building cultural capital for our pupils</p>	<p><u>Arts participation</u></p>	<p><b>3, 4</b></p>
<p><u>Specialist Music Service Teaching</u> Opportunity to enhance curriculum and encourage talents while building cultural capital for our pupils through specialist teaching.</p>	<p><u>Arts participation</u></p>	<p><b>3, 4</b></p>
<p><u>School Librarian</u> Pupils and parents have the opportunity to experience a wide range of books, sharing the importance of reading. Power of reading support &amp; RWI intervention groups support children across the school. 2. Author visits to inspire</p>	<p><u>Impact of School Libraries</u></p>	<p><b>3, 4</b></p>





children's ideas and aspirations to become writers.		
<u>Subscriptions</u> Spelling Shed, Sumdog, TT Rockstars, EduKey, Clicker.	<u>Impact of Remote Learning</u>	3,4

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

Budgeted cost: £ 45,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Additional phonics sessions</u> Additional staff trained and resources purchased, lead by new Deputy Headteacher (English specialist with responsibility for phonics).	<u>Phonics</u>	3
<u>Targeted Reading Sessions</u> Additional reading sessions targeted at disadvantaged pupils who require further reading support and one-to-one / small-group reading sessions.	<u>One to one Tuition</u>	2, 3
<u>Targeted Support for EAL Pupils</u> <u>Learning Village</u> computer programme to support EAL Pupils	<u>Individualised Instruction</u>	3
<u>'Easter School' Targeted Year 6 Support Sessions</u>	<u>Extended School Time</u> <u>Small Group Tuition</u>	3
<u>After-School Targeted Year 6 Support Sessions</u>	<u>Extended School Time</u> <u>Small Group Tuition</u>	3



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

Budgeted cost: £ 45,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Safeguarding and Pastoral Lead support</u> Bereavement groups, social groups etc.	<a href="#">Behaviour interventions</a> <a href="#">Social and Emotional Learning</a>	1,2
<u>Parental Workshops</u> Examples: Mathematics and Calculation Workshops (all year groups) Supporting Your Child's Reading Workshops (all year groups) Reading and craft afternoons (Year 3 and 4) SATs support workshops for parents (Year 6)	<a href="#">Parental engagement</a>	2, 3, 4
<u>Breakfast Club</u>	<a href="#">Breakfast Clubs</a>	4, 5
<u>School Uniform</u> Funded school uniform for disadvantaged families	<a href="#">School Uniform</a>	1, 5
<u>External Enrichment and Wellbeing Providers</u> Examples: Some of our disadvantaged and vulnerable pupils attend <a href="#">Ride High</a> for bespoke programmes to enrich their experiences and boost confidence, independence and social skills	<a href="#">Outdoor Adventure Learning</a>	1, 4
<u>Nurture Group</u> A nurture group has been introduced at the beginning of the school	<a href="#">Collaborative Learning Approaches</a> <a href="#">Social and Emotional Learning</a>	1, 3, 5



day, aimed at improving the attendance of targeted disadvantaged pupils and ensuring they are emotionally prepared for the day of learning.		
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**Total budgeted cost: £ 182,820**



## 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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data and our own internal assessments. Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period. Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is partly the ongoing impact of COVID-19, although we also identified that some improvements were needed in the quality of teaching and learning across the school. Additionally, unusual and unprecedented levels of staff and pupil absence in 2021/22 impacted and reduced the effectiveness of some of the approaches we used to boost outcomes for disadvantaged pupils. The attainment gap between our disadvantaged pupils and non-disadvantaged



pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. Absence among disadvantaged pupils was 2.9% higher than their peers in 2021/22. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. Our observations and assessments demonstrated that pupil behaviour declined last year, and challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the [Activity in This Academic Year](#) section above.

