



Orchard Academy

Pupil Premium Strategy Statement



This statement details Orchard Academy's use of pupil premium and recovery premium for the 2021 to 2024 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	352
Proportion (%) of pupil premium eligible pupils	43.5%
Academic year/years that our current pupil premium strategy plan covers	Current year 2023-2024 Part of a 3-year plan 2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	At the end and beginning of each academic year in full and monitored at the end of each term in line with the professional improvement cycle
Statement authorised by	Mrs Ryan
Pupil premium lead	Mrs Ryan
Governor / Trustee lead	Mr Okeya

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 213,885
Recovery premium funding allocation this academic year	£ 12,000
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	£ 225,885



Part A: Pupil 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 fulltime Pastoral Lead 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, Senior Leadership Team, Year Group Leaders, 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 any children identified as requiring additional support are monitored and interventions are put in place when and, where necessary, following termly / half 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 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.



Challenges

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

Challenge number	Detail of challenge
1	Higher levels of child protection workload and SEMH issues amongst pupils and parents.
2	Lower levels of parental engagement
3	Lower levels of attainment
4	Pupils have limited life experiences beyond their home and immediate community.
5	Lower attendance and higher rates of persistent absences and lateness.

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 outcomes	Success criteria
<p>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>	<p>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.</p> <p>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.</p>
<p>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.</p> <p>There should also be an increase in reading attainment data when comparing current cohort's assessment data to previous year groups.</p>	<p>Internal school attainment data will demonstrate that the gap is diminishing between disadvantaged pupils and their peers</p>
<p>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</p>	<p>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,</p> <p>Interventions are adapted or change based on six-weekly monitoring cycle outcomes.</p>



Orchard Academy

Pupil Premium Strategy Statement



to accurately see if the intervention has had its intended impact across the cohort.	
Staff use provision maps on Edukey, which the SENCO and parents can use to track progress.	Regularly reviewed, comprehensive provision maps are used to support and engage parents in understanding and supporting their child's learning journey.
Disadvantaged pupils encouraged and given opportunities to use 'Sumdog' to increase mental fluency in mathematics. 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	Pupils are confident with their times tables and are able to perform well on the MTC.
Disadvantaged children's knowledge of the world and aspirations are improved. Opportunities are provided to develop social skills, new skills, develop teamwork and independence. E.g. outdoor pursuit skills.	Residential planned for each year group. Increased numbers of disadvantaged children attend residential trips, supported through PP funding.
Children's knowledge of the world and cultural capital is improved. An opportunity to develop social skills, new skills and develop teamwork.	Clubs day trips and visitors to school are planned.

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: £120,00

Activity / Focus	Evidence that supports this approach	Challenge addressed
Staff to have a working knowledge of disadvantaged and identified vulnerable pupils, including their barriers to learning, strategies that are implemented and the impact.	Identification of underlying gaps and factors associated with disadvantaged pupils, enables staff to adapt provision and learning to address this.	All
Improve the consistency in the quality of phonics teaching and learning, through CPD, observing good practice, team teaching and using an instructional coaching model	Pupils developing a solid knowledge of phonics through a systematic approach allows them to access reading and learning across the curriculum. Education Endowment Foundation (EEF) research	1,2 and 3



Orchard Academy

Pupil Premium Strategy Statement



	states that high quality phonics can have an impact of +5 months on attainment.	
Develop teacher's subject knowledge of early reading to ensure that pupils become fluent, confident readers. Increase the number of phonics books matched to the RWI phonics programme.	Where teacher subject knowledge of early reading is strong, pupils make good progress, as they can target specifically on the next steps in this journey. This allows them to access the whole curriculum and builds comprehension and thinking skills.	1,2 and 3
Develop the love of reading and reading for pleasure across the curriculum.	Reading for pleasure allows pupils to develop a love of books, and develops their understanding of authors, genres and the world books open. This enables them to access to the whole curriculum.	1, 2 and 4
Develop vocabulary rich environments which support the pupil's language acquisition and development, through displays and effective communication modelling and expectations from staff.	An environment rich in language and vocabulary, which is learnt in context, broadens the pupils understanding and enables them greater access to what they are learning. <i>Dutro and Moran 2003 stated 'Meaningful contexts must be provided for functional use of language along with opportunities for practice and application.'</i>	1,2 and 3
Improve staff's subject knowledge across the curriculum and effective pedagogy.	Where teacher's subject knowledge is strong and they have a good understanding of how pupils learn, the quality of teaching and learning improves, and they support pupils with learning and remembering more.	1,2 and 3
Improve the effective use of assessment for learning within lessons, including feedback and marking, so misconceptions are addressed, and thinking is challenged and deepened.	The EEF research summarised that quality feedback redirects and refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome.	1 and 2
Continue to increase staff's knowledge of strategies to support disadvantaged pupils to overcome barriers to learning, CPD, metacognition, self-regulation and mental health awareness.	The EEF research shows that metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly and can be broken down into three components, cognition - the mental process involved in knowing, understanding and learning, metacognition - often defined as learning to learn and motivation - willingness to engage these skills	All
Embed the 'zones of regulation' as a strategy to support identified pupils to identify and regulate emotions.		1,2 and 3

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

Budgeted cost: £58,000



Orchard Academy

Pupil Premium Strategy Statement



Activity	Evidence that supports this approach	Challenge addressed
Develop the role of the Pastoral Lead, SENCo and support staff to support identified pupils to access learning, by addressing the need and putting appropriate strategies and provision on place.	Effective targeted interventions to support identified disadvantaged pupils enables them to be ready to learn and address any barriers to learning.	All
Develop pupils acquisition of and exposure to a wide range of vocabulary.	Early identification of barriers to learning and reading ensures that quality targeted support and interventions can be out in place, to support the pupils with early language acquisition. This enables pupils to effectively communicate and access the curriculum. By also providing staff with the appropriate tools, it allows for the development of a language rich environment.	1,2,3 and 4
Assess EAL Language Acquisition and implement effective induction programmes, including the introduction of Flash Academy		
Develop the role of the reading and English Subject lead to ensure identified pupils are read with regularly I:I. Increase the number of volunteers to read with the pupils in school. Develop the role of the librarian to support pupils in the early stages of reading.	Pupils having a consistent adult reading with them will help them develop positive relationships and reading skills.	1 and 2
Provide additional tutoring sessions after school for upper KS2 pupils to increase attainment and address barriers and misconceptions	Identified disadvantaged pupils attain well in their learning.	1 and 2
Continue to promote emotional wellbeing through targeted interventions and I:I support for identify disadvantaged and vulnerable pupils	Effective targeted interventions to support identified disadvantaged pupils enables them to be ready to learn and address any barriers to learning.	1 and 4
Develop pupil leadership roles in school, and continue to develop pupil voice, through playleaders, School Council and EMAT Pupil Parliament.	Develop self-esteem, leadership skills and confidence for identified disadvantaged pupils.	1 and 5

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

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge addressed
----------	--------------------------------------	---------------------



Orchard Academy

Pupil Premium Strategy Statement



Continue to improve engagement of parents, through workshops and increased communication.	Develop positive working relationship with parents and the community, enabling parents to support their children at home. EEF research shows that to avoid widening any gaps in learning it is important to engage parents, as partners in their child's learning and providing them with the knowledge and skills to support this.	1 and 5
Provide opportunities to increase parental engagement including workshops, developing the website, parent coffee mornings and community fridge.		
Signpost identified parents to relevant support services and develop working relationships with other agencies and services.		
Monitor attendance and support families whose attendance falls below 95%, including parent contracts, meetings and support.	Provide support for families to ensure their children attend school and are on time each day. Ensuring pupils are at school means that they do not miss any learning or provisions.	1 and 4
Provide wow moments linked to the curriculum across the year to enhance learning and opportunities, including visits and visitors.	Bring learning to life and relating it to the pupils' experiences, supports the pupils with their learning and provides them with experiences they may not have experienced.	1 and 5
Sports coach to continue to develop active play, including during breakfast club.	Support pupils who find playtimes challenging, to encourage team building skills and communication with adults and peers, building self-confidence and resilience and enabling purposeful and engaging activities to take place.	1 and 5
Ensure that 50% of places are available for identified pupils to attend.		
Identify pupils to attend breakfast club to provide a positive start to the day.	By providing pupils with access to breakfast club and a breakfast each day, supports them to be ready to learn.	4 and 5
Enrol in the National Breakfast scheme, so all pupils that need it will receive a breakfast		
Achieve the wellbeing and mental health quality assurance mark, including 5 CPD sessions to develop staff understanding.	Developing a clear understanding of wellbeing, mental health and inclusion supports with the development of an inclusive, nurturing environments for all, while providing the staff with the knowledge, skills and tools to support all pupils.	1,2,3,4 and 5
Be involved in the EMAT inclusion initiatives and attend relevant CPD, including social stories, attachment, theory, ASD, positive behaviour strategies etc.		

Total budgeted cost: £226,000



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 2022 to 2023 academic year.

End of Year Data 2022-2023

Y4 MTC (point score)		KS2 Reading		KS2 Writing		KS2 Maths	
Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP
20.3	19.2	47%	67%	38%	78%	28%	69%

Although disadvantaged pupils did not attain as well as their peers, from the baseline data all disadvantaged pupils made progress from their varying starting points, and staff developed their understanding of quality teaching and learning and data and assessment for learning through CPD to enable them to identify gaps in learning and adapt teaching according.

We continued to implement support to improve teaching and learning across the school, which included CPD, observing, team teaching and embedding instructional coaching.

We continued to implement teaching reading and reading for pleasure across the school, this included parent workshops and reading events across the year.

There continues to be a focus on the fundamentals in reading, writing and Maths, and establishing high expectations which will continue to have a positive impact on disadvantaged pupils/

We implemented a robust attendance systems and continued to support identified disadvantaged pupils and families to improve attendance, including free access to breakfast and after school clubs.

There continue to focus on positive behaviour strategies and wellbeing, to support disadvantaged pupils and families, including access to the community fridge, signposting external agencies, targeted wellbeing interventions, and becoming a part of the national breakfast scheme. This enable these pupils to be ready to learn and access the curriculum.