



Orchard Academy

Pupil Premium Strategy Statement



This statement details Orchard Academy's use of pupil premium and recovery premium for the 2024 to 2027 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	339
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	Current year 2024-2025 Part of a 3-year plan 2024-2027
Date this statement was published	September 2024
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	Ms Olateru

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237,977
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	£237,977



Part A: Pupil premium strategy plan

Statement of intent

At Orchard Academy we have high expectations and aspirations for all pupils. It is our aim that all pupils, irrespective of their backgrounds or the challenges they face, make good progress and achieve well in all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, from their differing starting points including those who are already high attainers. We will also consider the challenges faced by all vulnerable pupils, such as those who have a social worker.

Effective leadership ensures that the pupil premium funding is allocated effectively each year to have a positive impact on the pupils who are eligible. When making decisions about using the funding we have considered the context of our school, the challenges our families and pupils might face, and the research conducted by the Education Endowment Foundation.

We believe this can be achieved through a broad, ambitious and progressive curriculum, high quality teaching and learning, pastoral support, effective relationships with parents and a personalised approach to meet the needs of all our pupils.

We strive to close the attainment and progress gaps between disadvantage pupils and their peers, through a three-tiered approach. Our approach will be responsive to the common challenges and the individual needs of our pupils. This includes quality first teaching and learning, targeted academic support and wider strategies, to ensure a balanced strategy.

We adopt a whole school approach in which all staff take on responsibility for disadvantaged pupils' outcomes and ensure high expectations and aspirations for all pupils, enabling all to learn and grow and become the best they can be.

Challenges

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

Challenge number	Detail of challenge
1	Most pupils eligible for pupil premium funding have two or more identified characteristics which make them more vulnerable to under achieve, including higher levels of SEMH issues amongst pupils and parents.
2	Reading progress and the development of fluency and comprehension.
3	Levels of engagement of pupils and families with home learning, including reading, writing and Maths.
4	Pupils have limited life experiences beyond their home and immediate community.



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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>Higher rates of progress in KS2 for disadvantaged and identified vulnerable pupils, so they make good or better progress from their starting points and meet age related expectations in reading, writing, Maths and SPAG.</p> <p>Disadvantaged pupils develop an increasing positive attitude towards learning, which is demonstrated in all lessons and impacts on their attainment.</p> <p><i>Measured through - Data drops of teacher assessment attainment, progress and NTS, mock SATs scores each long term.</i></p>	<p>Disadvantaged and identified vulnerable pupils to achieve inline or about their peers at the end of KS2 in all subjects and in the Year 4 multiplication check.</p> <p>Disadvantaged and identified vulnerable pupils to make good or better progress in all year groups from their starting points.</p> <p>All staff can identify and support the individual needs of these pupil, tracking progress in lessons and overtime, adapting teaching and learning accordingly.</p> <p>Staff can use assessments effectively to identify gaps in learning and plan to enable pupils to gain the knowledge they need to close these gaps.</p>
<p>Disadvantaged and identified vulnerable pupils to become confident, fluent readers, and read for understanding.</p> <p>Disadvantaged and identified vulnerable pupils to develop a love of reading.</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><i>Measured through - Reading assessments, monitor pupils reading and pupil voice.</i></p>	<p>Disadvantaged and identified vulnerable pupils to be confident, fluent reader, who read with understanding.</p> <p>Effective targeted quality first teaching and interventions, including tutoring, supports these identified pupils to make good or better progress through the reading strategy and be at age related expectations or above by the end of KS2.</p> <p>Greater parental understanding of how to support their child to read at home and engagement with reading at home increases.</p> <p>Pupils to express a real love of reading for pleasure and develop their knowledge of books and authors.</p>
<p>Teachers provide a range of accessible homework which supports the development of reading, writing and Maths skills, being aware of individual needs and barriers to learning.</p> <p>Home learning is monitored and adapted where needed, and additional support is given for pupils who are unable to complete it.</p> <p><i>Measured through - NTS and teacher assessment, monitor pupils home learning, parental attendance to workshops and, pupil and parent voice.</i></p>	<p>Greater parental understanding of how to support their child with home learning.</p> <p>Pupils to read at least 3 times a week at home and complete weekly homework tasks.</p> <p>Home learning increases and has a positive impact on pupil achievement and attainment.</p>



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<p>Disadvantaged pupils' knowledge of the world and cultural capital is improved, and aspirations are increased.</p> <p>Opportunities are provided to develop social skills, new skills, develop teamwork and independence.</p> <p><i>Measured through - Professional improvement cycle, pupil and parent voice.</i></p>	<p>The curriculum to be broad and balanced to develop pupil's knowledge of the world, building on own experiences.</p> <p>Provide a range of extra-curricular experiences we feel the pupils should have.</p> <p>Provide a wider range of extra-curricular and active play activities to broaden experience.</p> <p>Provide a range of leadership roles for the pupils across the school.</p> <p>Develop the Forest school and outdoor provision.</p>
<p>Continue to improve the attendance rates for disadvantaged and identified vulnerable pupils, in particular those who have persistent absences or are persistently late.</p> <p><i>Measured through - SLT and pastoral worker will monitor identified pupils eligible for PP attendance, weekly.</i></p>	<p>Reduce the number of persistent absentees or persistent lateness among pupils eligible for PP.</p> <p>Overall PP attendance will be in line with or above 'other' pupils.</p> <p>Identified pupils to be ready to learn and access all learning.</p> <p>Develop communication mechanisms with parents to create stronger home/school links and working together to improve attendance.</p>

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: £130,00

Activity / Focus	Evidence that supports this approach	Challenge addressed
<p>Implement the revised behaviour curriculum, including a focus on positive rewards, clear sanctions and opportunities for reflection and learning from mistakes and how to self-regulate.</p>	<p>Pupils need to feel safe, secure and happy to be able to thrive in school. Having clear ambitious expectations for behaviour set these boundaries and pupils know when they are being successful and understand what is expected of them.</p>	<p>All</p>
<p>Working with the Behaviour Hub to embed systems, processes and expectations.</p>		
<p>Implement environment expectations that support with reducing cognitive overload and support with purposeful learning.</p>		



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<p>Staff to have a working knowledge of disadvantaged and identified vulnerable pupils, including their barriers to learning, strategies that are implemented and the impact.</p>	<p>Identification of underlying gaps and factors associated with disadvantaged pupils, enables staff to adapt provision and learning to address this.</p>	<p>All</p>
<p>Implement the teaching and learning strategy to improve the consistency in the quality teaching and learning, through CPD, observing good practice, team teaching and using an instructional coaching model.</p>	<p>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 states that high quality teaching impacts positively on pupil attainment.</p>	<p>1, 2 and 3</p>
<p>Develop teacher's subject knowledge of reading to ensure that pupils become fluent, confident readers and read with understanding.</p>	<p>Where teacher subject knowledge of all aspects of 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. This also supports the pupils with developing writing knowledge and skills, writing for different purposes and audiences.</p>	<p>1, 2 and 3</p>
<p>Increase the number of quality text for pupils to access.</p>		
<p>English lead and teachers to develop the English curriculum, through CPD and planning sessions, to enable good outcomes for pupils in reading and writing.</p>		
<p>Develop the love of reading and reading for pleasure across the curriculum.</p>	<p>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.</p>	<p>1, 2 and 4</p>
<p>Develop vocabulary rich environments which support the pupil's broaden language and understanding, through displays and effective communication modelling and expectations from staff.</p>	<p>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></p>	<p>1,2 and 3</p>
<p>Develop teacher's subject knowledge of the sequence of learning and pedagogy in Maths, introducing a new Maths curriculum to support this, alongside bespoke CPD.</p>	<p>Where teacher's subject knowledge is strong pupils make good progress in Maths.</p>	<p>1 and 3</p>
<p>Improve staff's subject knowledge across the curriculum and effective pedagogy.</p>	<p>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.</p>	<p>1,2 and 3</p>
<p>Subject leaders to work alongside AIP to develop teacher's subject knowledge through CPD, monitoring and coaching.</p>		



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<p>Improve the effective use of assessment for learning within lessons, including feedback and marking, so misconceptions are addressed, and thinking is challenged and deepened.</p> <p>Implement live marking and effective feedback, so pupils know what they are doing well, what they need to develop. It will also give an opportunity to address misconceptions.</p>	<p>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.</p>	<p>1 and 2</p>
<p>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.</p>	<p>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</p>	<p>All</p>
<p>Embed the 'zones of regulation' and ELSA strategies to support identified pupils to identify and regulate emotions.</p>		<p>1,2 and 3</p>

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge addressed
<p>Develop the role of the Inclusion Team, SENCo and support staff to support identified pupils to access learning, by addressing the need and putting appropriate strategies and provision on place.</p>	<p>Effective targeted interventions to support identified disadvantaged pupils enables them to be ready to learn and address any barriers to learning.</p>	<p>All</p>
<p>Develop pupils acquisition of and exposure to a wide range of vocabulary.</p> <p>Assess EAL Language Acquisition and implement effective induction programmes, including the introduction of Flash Academy</p>	<p>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.</p>	<p>1,2,3 and 4</p>
<p>Develop the role of the reading and English Subject lead to ensure identified pupils are read with regularly 1:1.</p>	<p>Pupils having a consistent adult reading with them will help them develop positive relationships and reading skills.</p>	<p>1 and 2</p>



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<p>Increase the number of volunteers to read with the pupils in school.</p> <p>Develop the role of the librarian to support pupils in the early stages of reading.</p>		
<p>Early identification to barriers and gaps in learning.</p>	<p>Identified disadvantaged pupils attain well in their learning.</p>	<p>1 and 2</p>
<p>Provide a wider range of researched based interventions, to support identified disadvantaged pupils to close the gaps in learning.</p>		
<p>Provide additional tutoring sessions after school for upper KS2 pupils to increase attainment and address barriers and misconceptions</p>		
<p>Continue to promote emotional wellbeing through targeted interventions and 1:1 support for identified disadvantaged and vulnerable pupils</p>	<p>Effective targeted interventions to support identified disadvantaged pupils enables them to be ready to learn and address any barriers to learning.</p>	<p>1 and 4</p>
<p>Develop pupil leadership roles in school, and continue to develop pupil voice, through playleaders, School Council and EMAT Pupil Parliament.</p>	<p>Develop self-esteem, leadership skills and confidence for identified disadvantaged pupils.</p>	<p>1 and 5</p>

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge addressed
<p>Continue to improve engagement of parents, through increased communication, including the introduction of progress cards to share with parents at parents evening.</p>	<p>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.</p>	<p>1 and 5</p>
<p>Provide opportunities to increase parental engagement including workshops, developing the website, parent coffee mornings and community fridge.</p>		
<p>Signpost identified parents to relevant support services and develop working relationships with other agencies and services.</p>		



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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: £240,000



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 2023 to 2024 academic year.

End of Year Data 2023-2024

Y4 MTC (point score)		KS2 Reading		KS2 Writing		KS2 Maths	
Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP
19.4	15.1	62%	56%	63%	71%	64%	42%

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.

In writing disadvantaged pupils attaining the expected standard or above in writing was above the national average of 58%.

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.