

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	The Orchards School
Number of pupils in school	247
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years
Date this statement was published	1 <sup>st</sup> November 2021
Date on which it will be reviewed	1 <sup>st</sup> March 2022
Statement authorised by	Black Pear Trust
Pupil premium lead	Beverly Blower
Governor / Trustee lead	Paul Shoemith (Trust) Katie Reilly (School)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,805
Recovery premium funding allocation this academic year	£10,730
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	£103,535

# Part A: Pupil premium strategy plan

## Statement of intent

**The Orchards School is a safe, caring environment where all members of our community are encouraged to trust, flourish and grow. We enjoy exploring new ideas collaboratively in a mutually respectful engaging setting, in pursuit of excellence, achievement, and pride.**

- We believe that potential is not something for our pupils to 'fulfil' but instead, is an ever-growing target, adapting and evolving with each person regardless of starting point: cultural, educational, or health care.
- We know that quality first teaching improves outcomes for all children.
- We are committed to pace of progress of all our pupils.
- We rigorously and routinely analyse data to identify well-being and learning needs and any other barriers to learning.
- We enable provision of focused support to ensure pupils move on from their individual starting points at a realistic pace.
- We know it is essential that children learn new skills and knowledge in a meaningful way, ensuring new material is built on secure foundations for independent and consistent application.
- We continuously endeavour to actively involve parents in their child's education, highlighting the importance of attending school every day.
- We have based our approach on the Education Endowment Foundation guide to supporting school planning, a tiered approach and their pupil premium toolkit.

## Challenges

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

Challenge number	Detail of challenge
1. Language deprivation	<ul style="list-style-type: none"><li>• Language Link has identified children that require targeted intervention to develop language skills</li><li>• A significant proportion of pupils enter school with high levels of language deprivation and weak oral language and communication skills. Diagnostic assessment tools assess pupils' language acquisition and has consistently illustrated this gap on school entry. Left unchallenged, this and a narrower vocabulary would remain a barrier for many throughout their primary years and future learning.</li></ul>

2. Exposure to early reading/Phonics and writing	<ul style="list-style-type: none"> <li>Phonics assessment indicates that the proportion of children meeting expected standards at Year 1 is less than standards nationally; particularly for those disadvantaged children. By the end of EYFS, without systematic and robust phonics teaching, the area of learning preventing children achieving a good level of development is most likely reading and writing. The school has a significant proportion of Early Career Teachers who have experienced an inconsistent approach to their teaching practice as a result of the disruption caused by Covid.</li> </ul>
3. Attendance	<ul style="list-style-type: none"> <li>Attendance of disadvantaged children is below that of non-disadvantaged children. This gap has widened since the pandemic.</li> </ul>
4. Social, Emotional and Mental Health Regulation	<ul style="list-style-type: none"> <li>In some cases, children have lower levels of emotional literacy than their non-disadvantaged peers.</li> </ul>
5. Limited Experiences	<ul style="list-style-type: none"> <li>In some cases pupils lack the experiences that their non-disadvantaged peers may have had outside school and as a result vocabulary can be less broad and children may lack context for their learning.</li> </ul>

## 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
<ol style="list-style-type: none"> <li>Language acquisition is a high priority throughout school, with explicit strategies for extending vocabulary are consistently in place, as well as a language rich environment.</li> <li>Careful selection of language is taught, including high frequency words found in many different contexts.</li> <li>Pupils' expressive and receptive vocabulary is extended and well used to express their understanding and demonstrate effective questioning and join in discussions surrounding topics they have learnt.</li> <li>Pupils demonstrate great breadth in their language use and great depth in the context to which they apply it.</li> </ol>	<ol style="list-style-type: none"> <li>The number of children on the SEND register for S&amp;L is reduced from EYFS to KS1, and from KS1 to KS2.</li> <li>The proportion of children that are identifying with significant language needs on Language Link reduces.</li> <li>Children have key strategies to decipher new words.</li> <li>Children utilise increasingly ambitious vocabulary in conversation and writing.</li> <li>Children have a better understanding of the curriculum due to an improvement in the understanding of their language, which results in improved outcomes at the end of each Key Stage.</li> </ol>
<ol style="list-style-type: none"> <li>The gap between disadvantaged and non-disadvantaged learners achieving the phonics screening standard and a GLD is narrowed.</li> </ol>	<ol style="list-style-type: none"> <li>Children are able to apply their knowledge of reading graphemes to their early writing, enabling them to achieve ELG and narrow the gap</li> </ol>

<p>2. The proportion of all children attaining the expected standard in Reading at EYFS increases.</p>	<p>between their non-disadvantaged peers.</p> <p>2. All staff, including ECT, have an understanding of the systematic approach to the teaching of phonics and deliver effective provision every day.</p> <p>3. The teaching of Reading is high priority across the school and all staff feel confident in planning provision and narrowing gaps.</p>
<p>1. Attendance for all children increases and the gap between the attendance between disadvantaged and non-disadvantaged decreases.</p>	<p>1. Strategies are effective in raising attendance for our most vulnerable learners.</p> <p>2. Pupils and parents have a positive attitude to school and are keen to attend. Parents understand the importance of attendance and the link to attainment; and are keen to attend.</p>
<p>1. Children are better able to self-regulate their emotions.</p> <p>2. Children are able to use appropriate language to discuss their emotions.</p>	<p>1. The number of behaviour logs for disadvantaged children is reduced.</p> <p>2. The number of children demonstrating consistently positive behaviours has risen.</p>
<p>1. Children will have a broad vocabulary and can link learning to context.</p> <p>2. Children can utilise wider experiences to support writing and other curriculum learning.</p> <p>3. Children develop skills which support other positive learning behaviours such as curiosity, resilience, risk-taking, communication and co-operation.</p>	<p>1. The number of children working at age expected standards increases by end of each key stage.</p> <p>2. Children have wider experiences to draw upon, resulting in greater creativity and clarity in their work.</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: £57,093.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Continue to develop high quality first teaching focused on language development, early reading, phonics and metacognition</b></p> <ul style="list-style-type: none"> <li>• Rapidly train new staff in the Orchards BPT curriculum and pedagogical approaches</li> <li>• Dedicated reading leader time for Staff coaching</li> <li>• Dedicated Reading Lead to embed phonics approach and coach staff in providing extra phonics sessions to fill gaps</li> <li>• Embed the coaching for Early Career Teachers using the pedagogy approach.</li> <li>• Develop high quality play based provision in KS1 in and outdoors focused on stage of development, next steps and gaps in learning.</li> <li>• Ensure access for all staff to high quality resources, including books, online portals, experienced coaching staff and training materials to</li> </ul>	<p>July 2016 DfE Standard for teachers' professional development state that "<i>Professional development must be prioritized by school leadership.</i>"</p> <p>In the EEF PPG Guidance it states '<i>Quality teaching helps every child - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</i>'</p> <p>At The Orchards we believe that investing in staff and making them the best they can be will have a positive impact on learning.</p>	<p>1, 2, 4</p>

support quality teaching. <ul style="list-style-type: none"> <li>All early years teachers to receive training on the new EYFS framework</li> </ul>		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,520.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Embed regular focused tutoring Pupil Progress Meetings from EYFS to Yr 4 to identify barriers to learning and ensure these are addressed:</b></p> <ul style="list-style-type: none"> <li>SENDCO &amp; Attendance Officer to attend.</li> <li>Embed use of AR, Phonics 6 weekly checks and Nfer assessments across Y2 to Y4 for all learners</li> <li>Small group tuition (focused use of Teaching Assistants) to develop precision and fluency in Reading; secure evidencing questions and drawing out key information to summarise.</li> </ul>	<p>Accelerated Reader: <i>“the project found a positive impact on all pupils of an additional three months’ progress over the course of an academic year. The results also suggested that AR was particularly beneficial for children eligible for free school meals, with these pupils making an additional five months’ progress”</i></p> <p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p>	1, 2, 3, 4
<p><b>All interventions are evidence based, high quality and consistently delivered:</b></p> <ul style="list-style-type: none"> <li>TA focused CPD weekly</li> <li>High quality regular individual reading</li> <li>RWI 1-1 and small groups phonics intervention including Language Link, Word Aware, Comprehension X, RWI</li> </ul>	<p>The EEF toolkit suggest: <i>“studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.”</i></p> <p>EEF toolkit states ‘Evidence suggests that behaviour interventions can</p>	1, 2, 3, 4

<p>Comprehension, Concept Cat</p> <ul style="list-style-type: none"> <li>•Teacher led support for new arrivals to identify starting points</li> <li>•Small group tuition targeted at vulnerable learners focusing on reading and fluency and language development.</li> </ul>	<p><i>produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes'.</i></p> <p>The National Tutoring Programme states that “Disruptions caused by the COVID-19 pandemic have resulted in significant missed education by pupils. Disadvantaged and vulnerable pupils have been particularly impacted. Tutoring is one of the most effective tools for helping pupils recover lost education and many pupils have already benefited this year.” The Government is offering schools and academy trusts a new expanded tutoring offer from the start of academic year 2021/22. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,920.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Pastoral team expertise is developed to support complex SEMH needs:</b></p> <ul style="list-style-type: none"> <li>• Subsidised after school care</li> <li>• Outside Agency 1-2-1 Counselling and Therapy sessions (Play Therapy and Tappy</li> </ul>	<p>EEF toolkit states '<i>Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes'.</i></p> <p><b>Trauma informed schools</b>  <b>UK:</b> Increasing numbers of children</p>	<p>1, 2, 3, 4, 5</p>

<p>Twins) and group workshops; and Parent and Teacher sessions both 1-2-1 and group work.</p> <ul style="list-style-type: none"> <li>• Embed use of Early help intervention signs of safety overseen by the Safeguarding Lead</li> <li>• Staff CPD Daily mindfulness sessions for pupils</li> </ul>	<p>are presenting with mental health difficulties and high Adverse Childhood Experiences (ACE) scores impacting on future life chances, mental and physical health and progress and attainment. Trauma halts the capacity to learn. Multiple adverse childhood experiences disrupt neural development and impair 1 &amp; 2 5 social, emotional and cognitive development. Neural pathways are needed for empathy, reflection and the ability to concentrate and learn.</p>	
<p><b>Parental engagement:</b></p> <ul style="list-style-type: none"> <li>• Delivery of after school provision, promote parental engagement and provide support for parents collecting from more than one school, or working late.</li> <li>• Programme of parent activities developed to meet need</li> <li>• Staff training to deliver parenting intervention and support</li> <li>• Continued development of an effective community based marketing strategy – maximize numbers on roll and increase the length of time children spend on roll in school</li> </ul>	<p>EEF Parental Engagement Key Findings state that <i>“Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.”</i></p>	<p>1, 2, 3, 4, 5</p>
<p><b>Improve attendance &amp; punctuality &amp; decrease persistent absence:</b></p> <ul style="list-style-type: none"> <li>• Produce accessible parent information on the</li> </ul>	<p>The Key (2019) states that:</p> <ul style="list-style-type: none"> <li>• Higher overall absence leads to lower attainment at KS2 and KS4</li> <li>• There's a clear link between poor attendance and lower academic achievement</li> </ul>	<p>1, 2, 3, 4, 5</p>



<p>impact of poor attendance</p> <ul style="list-style-type: none"> <li>• Incentives and reward schemes (Attendance Policy)</li> <li>• Targeted support – home language, home visits, routines</li> <li>• Tight procedures and monitoring systems</li> <li>• Increased focus on EYFS &amp; Y1</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils with persistent absence are less likely to stay in education</li> </ul>	
<p><b>Wider Curriculum Experiences:</b></p> <ul style="list-style-type: none"> <li>• Trips, Visits and Visitors</li> <li>• Residentials</li> <li>• Cultural Capital</li> <li>• Forest School &amp; Outdoor Learning</li> <li>• Urban Engineering STEM Centre</li> </ul>	<p>The EEF toolkit suggest: “studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.”</p>	<p>1, 2, 3, 4, 5</p>

**Total budgeted cost: £103,535.00**

## 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 2020 to 2021 academic year.

This is a new school, opened on 1<sup>st</sup> April 2021, with a new DfE Number.

Pupil Premium money for the Summer Term was allocated towards extra staffing capacity to address and meet identified needs, with specific identified non-teaching staff supporting attendance, SEMH emotional regulation, along with outside agency Counselling and Therapy sessions.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
<ul style="list-style-type: none"><li>1-2-1 Counselling and Therapy sessions and group workshops; and</li><li>Parent and Teacher sessions both 1-2-1 and group work.</li></ul>	<ul style="list-style-type: none"><li>Tappy Twins of 10 Silver End Business Park, Brettell Lane, Brierley Hill, England, DY5 3LG</li></ul>
<ul style="list-style-type: none"><li>Play Therapy</li></ul>	<ul style="list-style-type: none"><li>Black Pear Trust</li></ul>

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*