Pupil premium strategy statement – The Orchards School 2025 - 2026

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	30.8%
Academic year/years that our current pupil premium strategy plan covers (**3-year plans are recommended – you must still publish an updated statement each academic year**)	1st Year of a 3 year plan
Date this statement was published	TBC
Date on which it will be reviewed	September 2026
Statement authorised by	Black Pear Trust
Pupil premium lead	Marina Rumney
Governor / Trustee lead	Martha Worthington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126460.00
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*	£126460.00

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for disadvantaged pupils

- Ensure disadvantaged pupils (pupil premium, Ever6 FSM, service families) attend school regularly, are emotionally ready to learn, access high-quality teaching and make strong progress so that gaps versus non-disadvantaged peers narrow rapidly across Early Years and Key Stage 1-2.
- Secure age-related expectations (or better) in phonics, reading, writing and mathematics for disadvantaged pupils by the end of each year, with targeted acceleration for those behind.
- Ensure disadvantaged pupils with SEND, SLCN or trauma histories receive timely, evidence-informed targeted support and reasonable adjustments so they engage with the full curriculum.
- Broaden cultural capital and enrichment access so disadvantaged pupils participate equally in extracurricular, residential and wider school experiences.

How the strategy works towards those objectives

- Use the DfE Menu of Approaches three tiers (Tier 1: High-Quality Teaching; Tier 2: Targeted Academic Support; Tier 3: Wider Strategies) to allocate the pupil premium budget on evidence-informed activities and rigorous implementation.
- Focus first on improving high-quality classroom teaching and professional development (the highest-leverage, whole-school driver), then layer well-designed small-group/one-to-one tuition and structured TA-led interventions, and deploy responsive wider strategies (attendance work, SEMH support, enrichment) that remove barriers to learning.
- Monitor fidelity and impact through termly implementation reviews (SLT & governors), pupil-level tracking, and evaluation cycles linked to the school improvement priorities (Attendance, Core subject attainment, Foundation curriculum coherence, Shared intent).

Key principles that guide our strategy

1. Evidence-led: adopt approaches with the best available evidence (especially EEF guidance) and implement them with fidelity; record sources for transparency.
2. Teaching first: invest in improving classroom quality (curriculum, assessment, CPD) because this benefits all pupils and narrows gaps sustainably (Tier 1), with particular focus on ensuring that the curriculum is appropriately adapted to meet the needs of all disadvantaged children to help them flourish and succeed.
3. Targeted & timely: use diagnostic assessment to identify pupils who need extra tuition, structured interventions or SEMH support and match the intervention to the need (Tier 2).

4. Responsive & contextualised: design wider strategies (attendance, family engagement, enrichment) to address the specific causes of absence and disengagement in our community (Tier 3).
5. Evaluate implementation: measure both implementation quality (fidelity, participation, staff training completion) and pupil outcomes; adapt where impact is not evident.
6. Equity of access: remove financial, logistical and attitudinal barriers so disadvantaged pupils access enrichment, residentials and large-group learning opportunities.
7. Cross-phase continuity: ensure approaches begin in Nursery/EYFS and are sustained through Year 4 and transition out of the school.

Challenges

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

Challenge number	Detail of challenge
1	Persistent absenteeism and punctuality problems for disadvantaged pupils: whole-school attendance 94.5% with Persistent Absence (PA) 12.8%. % attendance for whole school disadvantaged is 91.8% with PA 21.4%. Ofsted noted too many disadvantaged pupils are persistently absent.
2	Social, emotional and mental health (SEMH), behaviour regulation and early trauma: a noticeable proportion of children struggle to regulate emotions due to early childhood trauma and community context (reported local crime, parental mental health impact), which reduces readiness to learn.
3	Phonics and early reading gaps in some cohorts (Year 1 historically below national; phonics remains a key priority)
4	Mathematics fluency and times-tables fluency (notably Year 4) requiring targeted intervention to secure number sense and recall.
5	High prevalence of SEND and SLCN (21.4% SEND; 21% SLCN) needing targeted specialist input, assistive technology and tailored staffing to enable curriculum access.
6	Variable deployment and training of Teaching Assistants and other staff: inconsistent implementation of structured interventions and limited linked CPD reduces intervention impact.
7	Variable participation in enrichment and wider experiences by disadvantaged pupils (termly dips observed, e.g., large drop in Spring), and financial/transport barriers to residentials and clubs.

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
Reduce persistent absence and improve punctuality for disadvantaged pupils	Year-on-year rise in whole-school attendance from 93.4% to 95%+ and PA for disadvantaged pupils reduced from 21.7% to <10% within two years; improved punctuality measures (termly % on-time arrivals) and reduction in unauthorised term-time absence. Evidence of increased family engagement via attendance casework logs.
Improve SEMH regulation and behaviour so pupils are learning-ready	Reduction in behaviour incidents recorded for disadvantaged pupils (termly), increased proportion of disadvantaged pupils accessing universal SEL support and lower referrals to intensive SEMH provision; pupil/staff voice reporting improved sense of belonging and emotional regulation.
Ensure disadvantaged pupils reach expected standards in phonics and early reading	Year 1 phonics pass for disadvantaged pupils at least in line with national (using PSC data) within one year and sustained thereafter; EYFS GLD for disadvantaged pupils to be at or above national. Demonstrable progress in reading fluency and comprehension in termly internal assessments.
Secure times-tables and number fluency (Year 4 focus)	Increase in Year 4 times-tables check outcomes for disadvantaged pupils to at least national by end of Year 4; measurable improvement in arithmetic screening and in-class quick checks.
Ensure SEND and SLCN needs are met and do not block access to curriculum	All identified SEND/ SLCN disadvantaged pupils to have timely assessment, up-to-date provision plans/targets and access to appropriate interventions; reduction in unmet SALT need waiting time where school can provide targeted programmes; outcomes tracked against EHCP/IEP targets.
Increase the quality and consistency of TA-led interventions	All TAs deliver structured interventions that follow evidence-based design (session length, frequency, training) with documented fidelity checks; pre/post progress data show expected impact (aligned to EEF benchmarks).
Improve disadvantaged pupils' access to enrichment and residentials	Termly club participation for pupil premium children to be at least proportional (≥33% of attendees) with a reduction in the Spring dip; participation in Oakerwood and other residentials maintained or increased (target ≥70% of PP pupils offered and supported to attend).

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £34,707.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Whole-school CPD programme on high-quality teaching, curriculum sequencing and adaptive instruction (termly CPD, peer observation, coaching cycles). Coaching for early-career teachers and subject leads.	EEF: "High-quality teaching" guidance - improving curriculum, adaptive teaching and professional development as the highest-leverage approaches for disadvantaged pupils (EEF - High-quality teaching).	2, 6
2. Phonics fidelity programme: structured daily synthetic phonics across Reception-Year 1 (and catch-up groups), training for all staff delivering phonics; additional resources and regular fidelity checks.	EEF Teaching & Learning Toolkit - Phonics has a positive impact (+5 months) when implemented systematically (EEF - Phonics).	3, 6
3. Subject leader release time + CPD to strengthen foundation curriculum sequencing and assessment (supporting Priority 2 from school improvement plan) to ensure that our disadvantaged children are accessing the full curriculum offer and that is adapted to meet their needs.	EEF guidance on curriculum planning and subject leadership (High-quality teaching resources) and OFSTED expectation that curriculum is well planned/sequenced - investing leader time secures coherence and implementation. See EEF high-quality teaching page (EEF - High-quality teaching).	6
4. Invest in assistive technology and staff training (visual scaffolds, speech-to-text, reading accessibility tools) to increase inclusion for SEND/EAL pupils; integrate tech into daily lessons.	EEF guidance: supporting high-quality teaching for pupils with SEND and use of technology to scaffold access (see EEF evidence on supporting high-quality teaching for pupils with SEND and the role of technology) (EEF - Supporting high-quality teaching for pupils with SEND).	5, 2
5. Strengthen TA professional development: planned training on scaffolding, delivering structured	EEF guidance "Making Best Use of Teaching Assistants" (structured TA deployment and training is	6, 5

interventions, linking interventions to classroom learning, pre-lesson planning time with teachers and guidance on withdrawal vs. in-class support.	essential; TAs most effective when delivering structured, evidence-based interventions and when aligned with teacher planning) ([EEF - Teaching assistant interventions](#)).	
6. Recruitment & retention focus: invest in early-career teacher support, targeted pay allowances for phonics and EYFS leads, and use Trust support for workload reduction to retain key staff.	EEF emphasis on professional development and teacher retention as enabling factors for high-quality teaching (see EEF high-quality teaching resources). Additional evidence on retention importance from EEF school planning resources ([EEF - High-quality teaching](#)).	6

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

Budgeted cost: £32,553.97

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Small group tuition for reading and maths (4-6 pupils) led by trained teachers/TAs: termly blocks (2 sessions per week for 8-12 weeks) targeted on diagnostic gaps; teacher oversight and regular progress checks.	EEF Teaching & Learning Toolkit - Small group tuition shows moderate impact (average +4 months) when implemented with diagnostic assessment, frequent sessions and strong teacher involvement ([EEF - Small group tuition](#)).	3, 4, 6
2. One-to-one / small group tutoring for the most vulnerable disadvantaged pupils (targeted Year 1 phonics catch-up; Year 4 maths fluency). Sessions planned to mirror classroom learning and use diagnostic pre/post assessment.	EEF guidance "Making a Difference with Effective Tutoring" - tutoring is highly effective when targeted, diagnostic and aligned with classroom teaching ([EEF - Making a Difference with Effective Tutoring](#)).	3, 4
3. Structured TA-led interventions delivered to small groups using evidence-informed programmes (e.g., precision phonics catch-up, reading fluency, Numicon/structured number sessions), with 20–40 minutes sessions 3–5x weekly, TA training and fidelity monitoring.	EEF recommendations on TA deployment: TAs are most effective delivering well-chosen, structured interventions with training and tight links to classroom teaching ([EEF - Recommendations on TA deployment](#)).	3, 4, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
4. Peer tutoring and mentoring programmes (paired reading, older pupils supporting younger peers) for fluency and confidence, with clear training and materials.	EEF: peer tutoring and structured tutoring approaches have evidence of benefit when well organised; small group tuition guidance supports peer models as part of tutoring mixes (EEF - Small group tuition).	3, 4, 7
5. Summer school / holiday booster videos for key cohorts (Reception -> Year 1 phonics readiness; Year 4 numeracy consolidation) giving extended learning time and bridging gaps caused by absence.	EEF evidence shows extended time and well-designed summer/holiday programmes can provide targeted academic support when linked to classroom curriculum and staffed by trained teachers ([EEF - Making a Difference with Effective Tutoring; Small group tuition guidance]).	3, 4, 1
6. Early identification and rapid SALT-informed programmes: deliver school-based language intervention blocks (1:1 or small group) overseen by SENDCo and linked to NHS referrals and SALT follow-up.	EEF guidance on early language and SEND: targeted language interventions and early identification improve access to curriculum; Read-Write-Inc and other phonics interventions are effective when combined with SALT where needed (EEF - Phonics; EEF - Supporting high-quality teaching for pupils with SEND).	5, 3
7. Regular diagnostic assessment cycles (entry & exit checks, short 'hinge' assessments and weekly fluency checks) so interventions target precise misconceptions and measure impact.	EEF emphasises diagnostic assessment and linking tutoring/interventions to classroom learning as key to success (EEF - Making a Difference with Effective Tutoring).	3, 4, 6

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

Budgeted cost: £59,198.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Attendance improvement programme: named Attendance Officer and Family Support Team to run Helping Hands Hub; early-warning monitoring, personalised outreach calls after	EEF Rapid Evidence Assessment on Attendance Interventions: parental engagement and targeted responsive approaches show promise; EEF recommends multi-component, targeted and	1

absence, targeted parental meetings and responsive family support packages; incentives for improved attendance and punctuality (celebratory recognition, not punitive).	family-engagement approaches for improving attendance ([EEF - Attendance interventions rapid evidence assessment](#)).	
2. SEMH and trauma-informed practice: whole-school approaches (Zones of Regulation, SEL curriculum, staff training on trauma-responsive practice), nurture spaces (Helping Hands Hub/library calm space), targeted 1:1 support and play therapy commissioned where required.	EEF evidence indicates teaching social and emotional learning (SEL) and responsive targeted support can improve behaviour and readiness to learn; EEF attendance review notes SEL approaches may have small positive effects and are often part of multi-component responses ([EEF - Attendance interventions rapid evidence assessment]; [EEF - Supporting high-quality teaching for pupils with SEND](#)).	2, 5
3. Family engagement programme: termly workshops (phonics, reading, maths nights), clear multilingual communications, home learning packs, walking bus & practical support (transport help to reduce punctuality barriers).	EEF: parental engagement approaches (communication + targeted planning support) show small positive impacts for attendance and engagement; EEF emphasises responsive, targeted family work where causes of absence are individual ([EEF - Attendance interventions rapid evidence assessment](#)).	1, 7
4. Subsidies and equitable access to enrichment and residentials (targeted funding for clubs/residentials like Oakerwood, monitored uptake, remove cost/transport barriers).	EEF and DfE recognise extracurricular and holiday programmes as useful wider strategies to increase engagement; evidence on attendance impact is mixed but multi-component programmes show promise and contribute to cultural capital and belonging ([EEF - Attendance interventions rapid evidence assessment](#)).	7
5. Breakfast club offer and targeted meal provision for vulnerable pupils on days of poor attendance risk; monitor links between meal access and attendance.	EEF rapid review notes meal provision/breakfast clubs show small or mixed positive impacts on attendance and can support readiness to learn; Magic Breakfast evaluated by EEF had some positive effects in KS1 ([EEF - Attendance interventions rapid evidence assessment](#)).	1, 2

6. Mentor/Key-worker programme (Family Support Team / pastoral mentor) with weekly check-ins for highest-risk disadvantaged pupils; link to attendance plan and SEMH interventions.	EEF attendance REA indicates mentoring evidence is mixed but may help when part of a responsive package; personalised, targeted multi-component support is recommended (EEF - Attendance interventions rapid evidence assessment).	1, 2
7. Monitoring and evaluation: termly Pupil Premium impact reviews with SLT, link to CPD, pupil voice, attendance dashboards and governors' reporting; evaluate fidelity and adapt provision based on data.	EEF emphasises implementation quality and monitoring as vital to translating evidence into school impact (see EEF small group tuition and tutoring guidance and the "Putting Evidence to Work" implementation resources). (EEF - Small group tuition; EEF - Making a Difference with Effective Tutoring).	1–7

Total budgeted cost: £126,460.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.