

The Orchards First School

Pupil Premium Strategy

2025-26



**The Orchards
School**

A PLACE TO FLOURISH AND GROW

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	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)	1 st 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	£126,460.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£126,460.00

Part A: Pupil premium strategy plan

Statement of intent

Our motto 'A Place to Flourish and Grow' is at the heart of our curriculum. At The Orchards School, our curriculum encompasses the formal requirements of the national curriculum and ensures our children are exposed to rich and varied opportunities.

We have high aspirations for all our learners. Our curriculum is designed to meet the individual needs of our children, create a sense of adventure, develop transferable skills, acquire knowledge and foster excellence in learning. Our shared belief that learning creates opportunities drives us to create a curriculum which engages and encourages learning as a way of life.

Our core aims ensure our curriculum is tailored to meet our specific school community.

Our aims:

- A curriculum that is effectively planned with a clear understanding of individual need.
- Provide exposure to experiences which allow children to give meaning to their learning and have dreams for their future.
- To provide a stable, consistent environment in which children can develop respect, self-esteem and an ability to value themselves and others whilst developing their own moral values, giving them the skills to make a positive contribution to the world.
- To ensure children achieve their full potential and are ready for their next step in their learning journey.

In pursuit of these aims we will endeavour:

- To encourage parents to be active partners in their children's education
- To develop lively, enquiring minds with the language skills to question, reason and argue rationally and appropriately.
- To instil a desire to learn by matching learning carefully to the needs of our pupils
- To foster self-reliance and motivation but to know how, when and who to ask for help
- To provide a safe and stimulating working environment, knowing how to keep themselves safe
- To ensure Restorative Practice contributes effectively to building a self-regulating, self-motivated individual
- To encourage children to act creatively and with imagination
- To develop an understanding of the past which will help them to live successfully in the present, and to plan intelligently for the future

- To develop the ability to work collaboratively
- To ensure each and every one of our pupils understands and embraces modern British values.

Pupils are provided with a curriculum which focuses on and addresses barriers which need to be overcome in order to allow children to make connections within their learning and build on their understanding.

Sequences of learning are designed to give the children the opportunity to use what they know to build and develop new skills. Our curriculum is constructed with high expectations.; teachers have an accurate and robust understanding of the needs of their individual cohorts including gaps in experience, data trends and specific language to develop.

Learning extends beyond the school day with a wide range of clubs and opportunities being offered each term; visits and visitors play a part in each theme giving children the opportunities to explore different environments and meet inspiring and knowledgeable people. We encourage families to be part of learning, offering them opportunities to participate in family projects and workshops. We strive to ensure pupils are proud and positive members of their local community and understand they are part of a wider global community.

Using the idea of footsteps, children will learn about their place in the world; the physical imprints we're leaving on the environment; the impact of choices that were made in the past and how we can impact the world for the future (within our own communities and beyond).

Our curriculum is forever evolving, making refinements and incorporating the needs and curiosity of our children.

Current Rationale:

Through our curriculum we aim to promote our pupils' welfare, safety, health and well-being by creating an honest, open, caring and supportive environment. Our pupils' welfare is of paramount importance – it is a primary aim of our school that every member of the school community feels safe, valued and respected, and that each person is treated fairly and well. We aim to develop a sense of belonging in children – understanding where they are in the world and how people, time and events have led them to be here. This can then be compared to other children in different places and across different time periods. Purposeful, memorable learning opportunities (including trips, visitors and artefacts) will promote aspirations, enable a positive self-image and develop a sense of well-being. Curriculum design will develop effective communication and language skills so that the children can interact with each other and the world around them. By using transferable skills between subjects, an ethos of a lifelong love of learning will be established.

Challenges

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

Challenge number	Detail of challenge
1. Communication and Language Deprivation	A significant proportion of children enter school with high levels of language deprivation and less secure oral language and communication skills. Diagnostic assessment tools to assess children's language acquisition consistently evidences this gap on school entry. Left unchallenged, this and a continued narrow vocabulary would be a barrier for learning throughout children's education.
2. Attendance	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.
3. Academic attainment	Phonics and early reading gaps in some cohorts (Year 1 historically below national; phonics remains a key priority) Mathematics fluency and times-tables fluency (notably Year 4) requiring targeted intervention to secure number sense and recall.
4. Limited Wider experiences	In some cases, children may lack the experiences that their non-disadvantaged peers may have had outside of school and, as a result, vocabulary can be less broad and children can lack context to their learning.
5. Social and Emotional Difficulties	In some cases, children may have lower levels of emotional literacy than their non-disadvantaged peers. The mental health and well-being of parents impacted by the cost-of-living crisis may have a direct influence on that of children. The experiences of vulnerable families can have a wide-reaching impact on children in school: they are less likely to learn well in school without significant support and less likely to have support from home.

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
1) Communication and Language Deprivation <ul style="list-style-type: none"> Language acquisition is a high priority throughout school and explicit strategies for extending vocabulary, as well as a language rich environment, are consistently in place and are effective. 	Most pupils who were assessed as having language skills below their chronological age have made up this gap by the beginning of KS2.

<ul style="list-style-type: none"> • A careful selection of language is taught including high frequency words found in many different contexts. • Pupils are able to use expressive and receptive vocabulary in order to demonstrate their understanding and join in with discussions with topics they have learnt. • Pupils' demonstrate breadth in their language use and depth in the contexts in which they apply this. • Identified children with specific speech and language difficulties make good progress from targets set. 	<p>Curriculum plans identify academic and subject specific vocabulary which supports key knowledge.</p> <p>Pupil premium children are able to use identified language orally and in writing (if age appropriate) as well as their non-pupil-premium peers.</p> <p>Most pupil premium children can express their opinions and knowledge clearly.</p>
<p>2) Attendance</p> <ul style="list-style-type: none"> • Attendance for all children increases and the gap between the attendance of disadvantaged and non-disadvantaged children narrows. 	<p>Strategies are effective in raising attendance for all learners and particularly those who are disadvantaged. Attendance to reach at least 95%.</p> <p>Children and parents have a positive attitude towards school and are keen to attend. Parents understand the importance of good attendance and support plans to improve this attendance.</p>
<p>3) Academic attainment</p> <ul style="list-style-type: none"> • The proportion of all children attaining GLD is above national average. There is little to no gap between PP and NPP children • The gap between the average score of PP and NPP children on the phonic screening test narrows. • More children reach the expected fluency standard in reading at the end of year 1 and 2. • The proportion of children reaching the expected standard in the times table check increases, with little to no gap between PP and NPP children. 	<p>All staff have a good understanding of the systematic approach to the teaching of phonics and deliver effective provision daily.</p> <p>The teaching of reading fluency is high profile and staff feel confident in how to improve this for their children.</p> <p>The teaching of mathematical fluency is high profile and staff feel confident in how to improve this for their children.</p> <p>An increased proportion of PP pupils reach full marks in the times table check.</p> <p>An increased proportion of PP pupils score over 20 in the times table check.</p> <p>A greater proportion of parents support their children in improving fluency in both reading and maths. 80% of targeted families show an improved engagement in their children's learning.</p> <p>Staff have a good understanding of higher standards in reading, writing and maths and give children opportunities to develop the skills and knowledge to reach this standard.</p>

	<p>PP children close the gap on their NPP peers in reaching higher standards in reading, writing and maths; average score in phonics and multiplication check.</p>
<p>4) Limited Experiences</p> <ul style="list-style-type: none"> • Children will have a broad vocabulary and can link learning to context. • Children can utilise widening experiences to support writing and other curriculum learning. • Children develop skills which support positive learning behaviours such as resilience, risk-taking, communication and co-operation. 	<p>Children have wider experiences to draw upon, resulting in greater creativity and clarity in their work.</p> <p>Parent and child voice recognises the importances of wider experiences.</p> <p>The proportion of PP children accessing wider experiences is in line with those of their NPP peers.</p>
<p>5) Social and Emotional Difficulties</p> <ul style="list-style-type: none"> • Parents are better able to recognise emotional difficulties within their family and support children with these • Children are better able to self-regulate their emotions. • Children are able to use appropriate language to discuss their emotions. 	<p>Parental voice shows they feel school supports them and their families with well-being.</p> <p>Child voice shows that they feel supported by school in recognising their emotions and how to develop positive wellbeing.</p> <p>Anxiety-based absence improves.</p> <p>Over time, the number of behaviour logs for disadvantaged children is reduced, with pupil premium children being in line with non-pupil premium children.</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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All relevant staff to receive high quality RWI Phonics training and coaching to deliver phonics effectively.</p> <p>RWI Phonics development package</p> <p>Reading lead</p> <p>The teaching of reading to be effectively resourced to support children's' learning e.g. phonetically decodable books, online portal</p> <p>RWI portal</p> <p>Phonically decodable readers/online</p> <p>Early identification of children falling behind their peers will ensure effective provision can be put in place and impact measured.</p> <p>Reading</p> <p>All relevant staff to continue to receive high quality training and coaching to teach reading fluency and comprehension effectively. Coaching available to all staff where required.</p> <p>Accelerated reader</p> <p>Accurate tracking of children's reading and progression will support teachers.</p> <p>Children will be able to access a range of appropriate reading material to aid their progression.</p> <p>Relevant strategies are introduced into reading pedagogy to support the development of fluency e.g. Echo reading, choral reading</p>	<p>Quality first teaching for all.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy (EEF)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF's Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months' progress. AR was very well received by the vast majority of teachers and classroom support professionals who perceived positive impacts on pupil reading ability, reading stamina, and attitudes. For this reason, we believe it may support our disadvantaged pupils and aid motivation.</p> <p>Accelerated Reader (re-grant) EEF (educationendowmentfoundation.org.uk)</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>3) Academic Attainment</p>

<p>The fluency rubric is used to assess children's fluency</p>		
<p>Explicit teaching of language Continued CPD for teachers to ensure high quality, explicit language teaching is provided across the curriculum.</p> <p>Word Aware/Freyers Model CPD for staff in EYFS and KS1 will support the development of language and early language. CPD on the use of the Freyer model to support the acquisition of new language will bring consistency of approach and improve teacher subject knowledge</p>	<p>'Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.'</p> <p>Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading.'</p> <p>"Vocabulary in Action" EEF</p> <p>The curriculum will continue to be developed to ensure the progression of language is layered. This will allow children to revisit prior knowledge and build on their understanding and use this language effectively both in their written and spoken language</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Vocabulary in Action poster: A tool for teachers EEF (educationendowmentfoundation.org.uk)</p>	<p>1) Language deprivation</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>All relevant staff to receive CPD</p> <p>Explicit teaching strategies will be used to effectively develop language.</p> <p>Children with specific language needs will receive regular support from trained staff.</p> <p>Staff delivering specific language intervention to receive full training.</p> <p>Identified children will receive small group or individual tutoring to close gaps in attainment and to enable good progress.</p>	<p>Small group tuition has an average impact of 4+ months progress across the course of a year.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>The effective deployment of teaching assistants both within and in addition to classroom teaching can support children's progress.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1) Speech and language</p> <p>3) Academic Achievement</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance lead to roll out updated attendance strategy, ensuring support for families but also careful monitoring of children causing concern.</p> <p>They will ensure that previously hard-to-reach families maintain their improvement as well as targeting any further concerns. She will provide support</p>	<p>Absence and attendance The Key for School Leaders (thekeyssupport.com)</p> <p>UCL (2020) found that a sense of belonging improve attendance and behaviour of pupils. If hard-to-reach families feel a closer connection to school, then attendance of children should improve.</p> <p>Research shows 'a sense of belonging' is important for pupils' learning and behaviour I</p> <p>The EEF guidance report 'Working with parents to support children's learning' recognises the positive impact parents</p>	<p>2) Attendance</p> <p>3) Academic Achievement</p>

<p>where needed for improvements to be made.</p> <p>All teaching staff will also take responsibility as the “first line” of action when improving attendance.</p>	<p>can have on children’s academic achievements.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Trauma Informed School Practitioner to be trained and will support children with identified social and emotional needs</p>	<p>Emotional coaching TA undertakes intervention and supports the emotional needs of pupils by delivering individualised support programmes to meet their emotional needs. It recognises that children learn better and are happier in school if their emotional needs are also addressed.</p> <p>Trauma Informed Schools Practitioner has a diploma in this area who responds effectively to vulnerable children/young people who have experienced trauma and/or have a mental health issue. The government Green Paper, ‘Transforming Children and Young People’s Mental Health Provision’ (December 2017), states:</p> <p><i>There is evidence that appropriately trained and supported staff such as teachers and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder.”</i></p> <p>EEF Toolkit: Tailor targeted approaches to meet the needs of individuals in your school Universal behaviour systems are unlikely to meet the needs of all your students. For pupils with more challenging behaviour, the approach should be tailored to individual needs. Teachers should be trained in specific strategies if supporting pupils with high behaviour needs.</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>5) Social and emotional difficulties</p>

<p>Families are coming under increased pressure leading to more evidence of poor wellbeing and mental health. Some families are regularly in crisis.</p> <p>Deputy Head supported by Pastoral TA to support families to access help within the community. The intention is to decrease the chance of 'crisis' being reached and to help parents to help themselves as well as to access support.</p>	<p>Parental mental health problems NSPCC Learning</p> <p>Many parents with mental health problems are able to give their children safe and loving care, without their children being negatively affected in any way. But sometimes, parents with mental health problems need support from family members, friends, neighbours and/or professionals, to help them care for their children. Coping with lots of challenges at once can make it difficult for parents to provide their children with the care that they need.</p> <p>NSPCC</p> <p>Helping Hands Group to meet regularly to support families in school.</p>	<p>5) Social and emotional difficulties</p>
<p>Wider experiences will give children opportunities to develop language and first-hand experiences.</p> <p>A) Visits and visitors B) Outdoor learning, including forest school C) Music D) Residential visits</p>	<p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p> <p>Studies showing the benefits of wider experiences are complex, however all children should be entitled to a well-rounded, culturally-rich education. Where children lack wider experiences in the home, school can fill these gaps. These experiences can also support children's development of resilience, building relationships and managing emotions which will help them in their studies and later life.</p>	<p>4) Limited experiences</p>

Total budgeted cost: £126,460.00

Challenge	Budgeted Spend
1. Teaching	Budgeted cost: £34,707.32
2. Targeted academic support	Budgeted cost: £32,553.97
3. Wider strategies	Budgeted cost: £59,198.71

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Review of impact September 2025

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

EYFS	TOS all	TOS PP	National	TOS to National
GLD (EYFS)	74%	33%	51.3%	-18.7%
<ul style="list-style-type: none"> ➤ Cohort above national average ➤ 50% met EYFS goals in reading writing and maths ➤ 50% PP made expected progress over the academic year ➤ 50% PP made above expected progress over the academic year 				
Phonics	TOS all	TOS	National	TOS to National
Y1	81%	61%	67%	+6%
Y2	98%	87%	89%	+2%
<ul style="list-style-type: none"> ➤ Y1 phonics cohort slightly below national average ➤ Y2 phonics cohort slightly below national average 				

MTC	All	TOS PP	National	TOS to National
MTC	6%	0%	Not published. National average 37%	-%
➤ Y4 PP children exceeded national average by 33				