

Pupil premium strategy statement- The Orchards Primary Academy

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Orchards Primary Academy
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	49.5% (101 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	B Walker Gordon
Pupil premium lead	H Byrne
Governor / Trustee lead	C Chambers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,595
Recovery premium funding allocation this academic year	£16,530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8406
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	£183,531

Part A: Pupil premium strategy plan

Statement of intent

The Orchards Primary Academy is a one-form primary school located in Northfield, Birmingham. The academy is sponsored by Greenheart Learning Partnership (formerly The University of Wolverhampton Multi Academy Trust UWMAT). The Orchards Primary Academy is similar in size to the average-sized primary school yet the proportion of pupils eligible for the pupil premium is much higher than average.

The link between deprivation and education has an impact on later adulthood outcomes therefore we strive to improve outcomes for deprived pupils to enhance success in later life.

Through strong leadership, quality teaching, AFL, curriculum design and well-planned intervention, outstanding educational opportunities can be provided. With clear understanding of how deprivation is a barrier to learning, appropriate strategies are introduced to reduce such inequalities.

The effective use of the Pupil Premium Grant ensures that all pupils, including the most disadvantaged, receive high quality challenge and support to enable them to achieve well, irrespective of their background. We intend to improve the educational outcomes of all disadvantaged pupils, enabling both children and families to develop learning strategies that enable and enthuse all beyond the school gates.

Our goal is to ensure that disadvantaged pupils are able to catch-up to be broadly in line with non-pupil premium children in terms of academic outcomes and attendance. We ensure that attendance and engagement in learning for children from disadvantaged backgrounds piques alongside support for parents to form a partnership between all stakeholders.

To ensure successful implementation of the plan, evidence-based strategies and programmes will be used to support the most disadvantage pupils.

Challenges

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

Challenge number	Detail of challenge
1	<i>Improve attendance amongst PP children, reducing persistent absence so it is at least in line with national figures, ensuring barriers such as mental wellbeing.</i>

	<p>Pupil attendance has been below the national average and at the time of writing is 94.1% average and 92.8% for PP children. Persistence absence for PP is 29,8% compared to 20.7% of non-PP counterparts. It is necessary that we recognise the unique factors of individual families, be it personal issues, transport, childcare etc and formulate the right plan linked to their needs with family support and the attendance officer working alongside them.</p> <p>It is vital that we increase attendance for PP children and decrease persistent absence and build a culture of the necessity to attend school, linked to specific PP families, to ensure attainment can increase alongside future cultural capital for these children.</p>
2	<p><i>Improve phonics so figures are at least in line with national- ensure interventions are in place to ensure PP children catch-up.</i></p> <p>The percentage of Year 1 pupils passing the Phonics Screening check in 2023 was below the national average; the gap between pupil premium pupils and non-pupil premium pupils still exists. At the end of the academic year 2022-23, the gap was 18%. Last year, when pupils took the screening check in Y2, the gap was 23%.</p> <p>It is imperative that the gap between these pupils and their counterparts narrows to ensure that disadvantaged pupils are able to achieve well in reading throughout their primary education; evidence proves that early reading is vital for success in later life.</p>
3	<p><i>Improve reading and use of language amongst pupil premium children.</i></p> <p>Children at The Orchards arrive with language skills, coupled with reading skills below their age. Latest data (September 2023) shows only 50% of Reception children have screened AA on Wellcomm upon baseline entry.</p> <p>Research on language and literacy have associated delayed development with:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Academic difficulties <input type="checkbox"/> Learning disabilities <input type="checkbox"/> Shyness and social difficulties <input type="checkbox"/> Anxiety disorder <input type="checkbox"/> Behavioural problems and ADHD <p>As a consequence, language acquisition and development is of vital importance in young children's success later in life both as social beings and in pursuing an education.</p>
4	<p><i>Improve writing outcomes for PP children.</i></p> <p>Despite end of year 2023 KS2 data being above national in Writing, a gap of 17% still existed between pupil premium pupils and non-pupil premium pupils. Internal baseline data also indicates that there are in-year gaps between these pupils.</p>

5.	<p><i>To provide enrichment opportunities for PP children to enhance cultural capital thus increasing social mobility.</i></p> <p>Our aim is to expose disadvantaged children to cultural experiences and background knowledge that will equip them with cultural knowledge to propel them further in their education, careers and social development. Given that 50% of our pupils are deemed disadvantaged, it is imperative that we provide a broad range of opportunities and experiences that our parents aren't always able to pass on to their children.</p>
6.	<p><i>To ensure there is support for the mental health and wellbeing of our children.</i></p> <p>Post lockdown we have encountered a rise in the number of children with more pronounced barriers to learning that affect their mental wellbeing, ability to learn in school and the perception that children need to be at school in order to learn. Having spent many months at home through lockdown, some children are struggling regarding the structure of the school day, anxiety and social and emotional barriers to learning.</p>

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 Increase attendance of pupil premium families to ensure they are broadly in line with other groups	PP children will be at least at national figures regarding attendance.
2 To increase the speech and language of pupils within the school, giving them firm foundations to achieve national benchmarks as they progress	Interventions and an increase in high quality phonics sessions will be evidenced. Staff will receive regular training in phonics. Additional phonics sessions will be taught in LKS2 to enable catch up of PP children.
3. Increase outcomes and reading ages for PP pupils and ensure that they make accelerated progress.	Catch-up reading resources to be purchased and ongoing training for staff.
4. Improve writing outcomes for PP children so the gap is narrowed between non-PP children	Place Value of Grammar will be introduced. TAs will provide focused intervention sessions to embed basic grammar, spelling and punctuation skills. The gap in writing between PP children and their counterparts will reduce.
5. <i>Provide enrichment opportunities for PP children to enhance cultural capital thus increasing social mobility.</i>	PP children will have full entitlement to our 'Curriculum Promise'.

	<p>Breakfast club and wrap around care will be accessed by PP children enabling parents to reach back into employment.</p> <p>Parental engagement in their children's education will increase.</p> <p>Families will be well supported by the academy when additional support is required.</p>
6. The mental health and well-being of pupils will improve.	<p>Positive mental health and well-being evident in school.</p> <p>Pupil voice demonstrates healthy minds and bodies.</p> <p>Reduction in playtime and lunchtime behaviour incidents.</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: £79,297 (50%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Improve staff training in speech and language and use of WELLCOM. CPD for EYFS staff. Language acquisition and gaps will close.</i></p>	<p>Early Language Development: Needs, provision, and intervention for preschool children from socio economically disadvantaged backgrounds- A Report for the Education Endowment Foundation. Law et al Early Language Development final.pdf (educationendowmentfoundation.org.uk)</p> <p>Investigating the role of language in children's early educational outcomes- DfE Research Report. Research and analysis overview: Investigating the role of language in children's early educational outcomes - GOV.UK (www.gov.uk)</p> <p>Supporting oral language skills in early years: challenges and opportunities (Professor Julie Dockrell) Supporting oral language skills in early years: challenges and opportunities Institute of Education - UCL – University College London</p>	3

	<p>Early language and development and children's primary school attainment in English and Maths: new research findings- Save The Children</p> <p>Early Language Development and Children's Primary School Attainment in English and Maths: New research findings Save the Children's Resource Centre</p>	
<i>Key adults to be nominated for PP children including a PP champion</i>	<p>Using pupil premium: guidance for school leaders- GOV.UK</p> <p>Using pupil premium: guidance for school leaders - GOV.UK (www.gov.uk)</p>	1
<i>Cover implications for parental workshops to enable parents to actively participate in their child's learning.</i>	<p>Parental engagement and training for our most vulnerable families can significantly improve outcomes.</p> <p>Working with Parents to Support Children's Learning- Four recommendations on working with parents to support their child's learning. EEF</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Review of best practice in parental engagement- DfE research report RR156</p> <p>REVIEW OF BEST PRACTICE IN PARENTAL ENGAGEMENT (publishing.service.gov.uk)</p> <p>EEF parental engagement reflects an impact of +5 months</p>	5
<i>Individual/ small group tutoring for to narrow the gap between PP and non-PP children</i>	<p>Structured one-to-one and small group intervention is likely to be a key component of an effective pupil premium strategy. EEF</p> <p>EEF one-to-one tuition reflects an impact of +5 months</p> <p>EEF Small group tuition reflects an impact of +4 months</p> <p>The benefits of small-group tutoring on pupils' attainment- Pearson National Tutoring Programme</p> <p>The benefits of small-group tutoring (pearson.com)</p>	2/3/4
<i>Catch up reading – one-to-one intervention support for PP children behind with their reading.</i>	<p>A structured one-to-one literacy intervention for pupils struggling to read- NFER</p> <p>Catch Up Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>EEF one-to-one tuition reflects an impact of +2 months</p>	3

<p><i>CPD for all teachers to ensure that the quality of teaching across the academy is good or better</i></p>	<p>The EEF guide to the Pupil Premium Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</p> <p>Using pupil premium: guidance for school leaders- GOV.UK Using pupil premium: guidance for school leaders - GOV.UK (www.gov.uk)</p>	<p>2/3/4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,648 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Trained TAs to lead additional phonics groups to increase exposure to phonics and improve early reading</i></p>	<p>Read Write Inc. Research and Evidence- Ruth Miskin ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf (ruthmiskin.com)</p> <p>A whole-school approach to CPD using phonics to improve attainment at KS1 reading- NFER Read Write Inc. Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Evaluation of the Ruth Miskin Read Write Inc. Phonics programme- NFER Evaluation of the Ruth Miskin Read Write Inc. Phonics programme - NFER</p> <p>The Early Reading Research: The impact of instructional psychology- Solity et al. The Early Reading Research: The impact of instructional psychology Request PDF (researchgate.net)</p>	<p>2.</p>
<p><i>Home learning devices and relevant home learning packages to</i></p>	<p>OFSTED- Research and analysis Remote education research Research and analysis overview: Remote education research - GOV.UK (www.gov.uk)</p>	<p>5.</p>

<i>be purchased and loaned to identified PP families</i>		
<i>Catch up Reading programme to be introduced</i>	EEF The teaching of reading comprehension strategies is effective +6 months. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	3.
<i>Individual tutoring as part of the recovery programme</i>	One-to-one tuition EEF research shows an impact of +5 months One to one tuition EEF (educationendowmentfoundation.org.uk)	2/3/4

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

Budgeted cost: £36,648 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance rewards to be purchased, such as reward trips. Profile raised through school with attendance boards and certificates. Malachi/school support to be directed to work with families who struggle with attendance</i>	<p>Improving school attendance: support for schools and local authorities- DfE Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>Attendance interventions rapid evidence assessment: Rapid evidence assessment on attendance interventions for school-aged pupils- EEF Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <p>Counselling in schools: a blueprint for the future: Departmental advice for school leaders and counsellors. DfE. Advice template (publishing.service.gov.uk)</p>	1 and 6

<p><i>Continued employment of attendance officer to follow Birmingham FAST track strategy (first person calls/parental meetings/offers of support)</i></p>	<p>See above</p>	<p>1.</p>
<p><i>Training for mental health lead / pastoral lead to be able to identify and strategise with PP families suffering anxiety/restrictions on attendance. Release time for Mental Lead / pastoral lead to work specifically with projects for pupils</i></p>	<p>Promoting positive mental health and wellbeing in primary schools- Adrian Bethune Promoting positive mental health and wellbeing in primary schools - impact.chartered.college</p> <p>Mental health and wellbeing provision in schools. Review of published policies and information. Research report- DfE/Rebecca Brown Mental health and wellbeing provision in schools (publishing.service.gov.uk)</p> <p>Mental health and behaviour in schools- DfE Mental health and behaviour in schools (publishing.service.gov.uk)</p>	<p>1</p>
<p><i>Targeted classes and KS2 groups have a chance to play a musical instrument delivered by trained peripatetic teacher</i></p>	<p>Music Interventions and Child Development: A Critical Review and Further Directions Music Interventions and Child Development: A Critical Review and Further Directions (nih.gov)</p>	<p>1/5/6</p>
<p><i>Train and introduce play leaders and staff to make playtimes / lunchtimes more engaging for pupils</i></p>	<p>Play leaders take on a positive role in schools www.scssp.co.uk/play-leaders-take-on-positive-role-in-schools</p>	<p>1/6</p>

Total budgeted cost: £ [158,595]

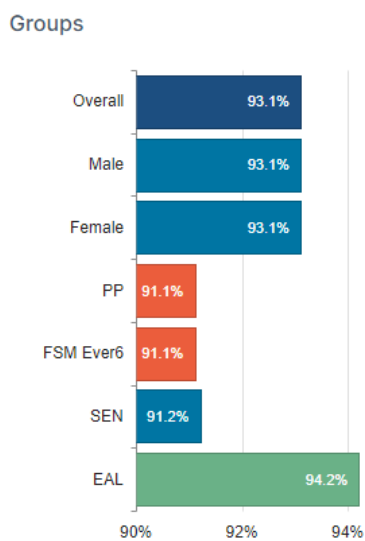
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

1 Increase attendance of pupil premium families to ensure they are broadly in line with other groups.

2022-23 end of year data:



PP attendance data raised term on term and although it is slightly below the overall attendance figure for the 2022-23 academic year, it is improved from the previous academic year.

2 To increase the speech and language of pupils within the school, giving them firm foundations to achieve national benchmarks as they progress.

2022-23 end of year Wellcomm data:

Priority	criteria	Date Autumn 22		Date Spring 23	
		numbers	% of total	numbers	% of total
High	more than -15	4	20%	2	11%
Medium	Between minus 10 - 15	5	25%	1	6%
Low	Less than -10	6	30%	2	11%
Age appropriate or above		5	25%	13	72%
Total		20		18	

Priority	criteria	Date Summer 23	
		numbers	% of total
High	more than -15	1	5.5%
Medium	Between minus 10 - 15	2	11%
Low	Less than -10	0	0%
Age appropriate or above		15	83.5%
Total		18	

In Autumn 25% of children were found to have age-appropriate language development; this increased to 83.5% by summer. In Autumn, 20% of children were presenting with significant language difficulties and this has decreased to 5.5%.

3. Increase outcomes and reading ages for PP pupils and ensure that they make accelerated progress.

ATTAINMENT & ASSESSMENTS

Subject	Level	The Orchards Primary Academy (2249)	Local Authority - Birmingham		National (State-funded schools)	
		Value	Value	Gap	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	47.1%	48.7%	-1.6%	43.3%	+3.8%
	GDS/High Score	5.9%	4.1%	+1.8%	3.0%	+2.9%
Reading	≥Exp.Std.	47.1%	62.7%	-15.6%	59.4%	-12.3%
	High Score	29.4%	19.7%	+9.7%	17.0%	+12.4%

PP pupils achieving the higher standard in Reading at the end of KS2 in 2022-2023 was significantly above both LA and national averages.

PROGRESS

Subject	Level	The Orchards Primary Academy (2249)	Local Authority - Birmingham		National (State-funded schools)	
		Value	Value	Gap	Value	Gap
Reading	Avg. Prog. Score	3.53	-0.23	+3.76	-0.88	+4.41
	Conf. Int.	±3.18 +0.35 to +6.71	±0.15 -0.38 to -0.08	n/a	±0.03 -0.91 to -0.85	n/a

The average progress score of PP pupils was significantly above both LA and national average progress scores.

4. Improve writing outcomes for PP children so the gap is narrowed between non-PP children.

PP Writing outcomes:

		TOPA	LA	National
Writing (TA)	≥EXS	52.9%	62.2%	-9.3%
	GDS	5.9%	6.8%	-0.9%
NPP Writing outcomes:				
Writing (TA)	≥EXS	71.9%	69.4%	+2.5%
	GDS	12.5%	10.2%	+2.3%
<p>Gaps remain between PP and their NPP counterparts. Internal data across year groups also reflects gaps; this will be an ongoing focus emphasised further throughout the next academic year.</p>				
<p>5. Parents and children to be provided with the capability to access learning at home with demonstrable outcomes that can be monitored to ensure participation.</p> <p>Loaning service in place for access to laptops for PP families to ensure home digital capabilities. Home learning programs (TT Rockstars / DB Primary and Purple Mash) used to provide digital tutoring and home learning experiences. Training sessions and workshops delivered for parents to engage and assist with learning at home.</p>				
<p>6. To ensure there is support for the mental health and wellbeing of our children.</p> <p>Mental health trackers have been implemented in school and demonstrate a reduction in the percentage of PP pupils requiring meet and greets / pastoral support. Pupil questionnaires demonstrate that they feel safe in school and have trusted adults with whom they feel confident to share hopes, dreams and worries.</p>				

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
Soundswell Maths	Soundswell
Toe by Toe project	Toe by Toe
Speech and Language Therapy	Soundswell
Pupil and family support / counselling	Malachi

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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.