

Pupil premium strategy statement

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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 Primary Academy
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	45.96% (91 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 2021
Date on which it will be reviewed	July 2022
Statement authorised by	D O'Neill
Pupil premium lead	D O'Neill/ H Byrne
Governor / Trustee lead	Charlie Chambers.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,400
Recovery premium funding allocation this academic year	£13195
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£135590

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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 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 who have been most affected by the loss of learning due to the National COVID pandemic.

Challenges

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

Challenge number	Detail of challenge
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1	<p><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> <p>Pupil attendance has been below the national average and at the time of writing is 91.3% average and 90% for PP children. It is necessary that we recognise the unique factors of individual families, be it personal issues, transport, child care 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 2017-19 was above the national average however the gap between pupil premium pupils and non-pupil premium pupils still exists. In 2019, the gap was 21%. Last year, when pupils took the screening check in Y2, the gap was 30% therefore rather than closing, it is in fact widening.</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>Improve reading and use of language amongst pupil premium children.</p> <p>Children at The Orchards arrive with language skills, coupled with reading skills below their age. Latest data (2021) shows only 4/25 Nursery children have AA on Wellcomm, followed by 17/27 in Reception and 20/29 in year 1.</p> <p>Research on language and literacy have associated delayed development with:</p> <ul style="list-style-type: none"> • Academic difficulties • Learning disabilities • Shyness and social difficulties • Anxiety disorder • 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>Improve writing outcomes for PP children.</p> <p>Despite overall 2019 KS2 data being above national in Writing, a gap of 22% still existed between pupil premium pupils and non-pupil premium pupils.</p>

	Internal baseline data also indicates that there are in-year gaps between these pupils.
5.	<p>Ensure that pupil premium children are not 'left behind with digital learning'.</p> <p>There are still a number of pupil premium families who require a support with training and software in order to enable learning at home. A combination consisting of relevant technology, coupled with a lack of knowledge/training to support their child has led to a poor response from pupil premium families being willing or able to complete additional learning at home.</p>
6.	<p>To ensure there is support for the mental health and wellbeing of our children.</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 (figure to be inserted).
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 LK2 to enable catch up of PP children
3. Increase outcomes and reading ages for PP pupils and ensure that they make accelerated progress.	Accelerated reading programme to be purchased and data to inform next steps. 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	Half a day weekly to conference with children (PP) to scaffold writing with targeted interventions to meet the needs of the children. Staff to be trained in effective pupil conferencing.

<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>Access to laptops for PP families to ensure home digital capabilities. Home learning programs (mathletics/third space learning/accelerated reader) to provide digital tutoring. Training sessions and workshops for parents to engage and assist with learning at home.</p>
<p>6. The mental health and well-being of pupils will improve.</p>	<p>Positive mental health and well-being evident in school Pupil voice demonstrates healthy minds and bodies 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: £ [67,898.75 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>	<p>3</p>

	<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: £ [33,898.75 25%]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Staff to be given half a day weekly to conference with pupil and improve writing and reading outcomes</i></p>	<p>EEW teacher toolkit grading 1-1 tuition improves outcomes by up to 5 months. Teacher Feedback to Improve Pupil Learning- Six recommendations for using teacher feedback to improve pupil learning. EEF. Teacher Feedback to Improve Pupil Learning EEF educationendowmentfoundation.org.uk</p> <p>The impact of Feedback on student attainment: a systematic review. Newman et al. Systematic Review of Feedback (EPPI) (2021).pdf educationendowmentfoundation.org.uk</p>	<p>3 and 4</p>
<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</p>	<p>2.</p>

	<p>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.</p> <p>The Early Reading Research: The impact of instructional psychology Request PDF (researchgate.net)</p>	
<p><i>Home learning devices and relevant home learning packages to be purchased and loaned to identified PP families</i></p>	<p>OFSTED- Research and analysis</p> <p>Remote education research</p> <p>Research and analysis overview: Remote education research - GOV.UK (www.gov.uk)</p>	5.
<p><i>Reading together project across the Trust</i></p>	<p>EEF The teaching of reading comprehension strategies is effective +6 months.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	3.
<p><i>Individual tutoring as part of the recovery programme</i></p>	<p>One-to-one tuition EEF research shows an impact of +5 months</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	2/3/4

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

Budgeted cost: £ [33,898.75 25%]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><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</i></p>	<p>Improving school attendance: support for schools and local authorities- DfE</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>Attendance interventions rapid evidence assessment: Rapid evidence assessment</p>	1 and 6

<p><i>who struggle with attendance</i></p>	<p>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>	
<p><i>Continued employment of attendance officer to follow Birmingham 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 to be able to identify and strategize with PP families suffering anxiety/restrictions on attendance. Release time for Mental 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 have a chance to play a musical instrument (Y4-47% PP)</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>1/6</p>
<p><i>Train and introduce play leaders and staff</i></p>	<p>Play leaders take on a positive role in schools</p>	<p>1/6</p>

<i>to make playtimes / lunchtimes more engaging for pupils</i>	www.scssp.co.uk/play-leaders-take-on-positive-role-in-schools	
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Total budgeted cost: £ [135,395]

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.

Orchards Pupil Premium impact 2020-21

1. To reduce the gap between pp and others nationally across all strands of the ELG, particularly in Maths
 - SALT delivery via professionals was variable due to COVID restrictions limiting visitors in school. Despite this, the key EYFS practitioner took lead in the absence of the therapist. The Wellcomm programme was adhered to and small step progress was evident. With regards to the development of mathematical vocabulary, missed sessions were caught up in the next academic year ensuring that the programme was seen through to enhance language development of our youngest, deprived pupils.
2. To reduce the gap between disadvantaged pupils and other in core subjects.
 - Internal data shows that the impact of lockdown has had a detrimental effect on Pupil Premium children, specifically certain families who have struggled to access remote education at home- hence the drive to provide training and resources for targeted families in this year's plan.
 - Despite lockdown, vulnerable pupils were invited into school and supported and weekly phone contact was made with every family, including those of pupil premium backgrounds, with individual coaching and support given via the telephone to enable parents to access online learning set by the school. Laptops were loaned to families without access to relevant technology- packs of work provided and paid for where parents did not feel they had the capacity to use technology.
3. To provide nurture to ensure that children are in the very best mind-set for learning.
 - The work completed by Malachi, which continued during lockdown, was essential for supporting families identified as struggling and in need of additional support.
 - Training was provided for a Mental Health Lead, although she was on maternity leave for a large part of last year and, identified in the plan, a new Mental Health Lead has been appointed, with training being paid for in this year's plan and time to work with our pupil premium children.

4. To provide children with a wide range of enrichment activities.
 - Educational trips and visitors were restricted due to the national COVID pandemic however virtual visits were introduced to provide enrichment opportunities for pupils.
 - Despite the use of Services for Education peripatetic music, again the COVID pandemic meant that this could not be fulfilled in its entirety; instead, an online music programme was purchased enabling pupils to access music lessons at home.

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
Soudswell 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.