

Pupil premium strategy statement – The Orchards Primary Academy

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	The Orchards Primary Academy
Proportion (%) of pupil premium eligible pupils	58.6%
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)	2024-25 2025-26 2026-27 Year 1 of 3
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£153,920
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>	£153,920

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	Attendance gap between Pupil Premium and their Non-Pupil Premium counterparts. The link between persistent absence over time and pupil premium remains high.

2	Gaps between attainment and progress of disadvantaged/non-disadvantaged pupils exist across a range of year groups and subjects.
3	Communication and language, along with low starting points mean that oracy and speaking and listening skills are poor in our Pupil Premium children.
4	Our disadvantaged children have limited opportunities and experiences, meaning that social mobility and chances at further education or their ability to link real life experiences to learning remains a challenge.
5	Our particularly vulnerable disadvantaged children present serious safeguarding and mental health concerns. Social and emotional difficulties for these pupils are present.

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
Narrow the disadvantaged gap between Pupil Premium and their counterparts.	Attainment gap in reading, writing and mathematics will narrow for all year groups.
Narrow the attendance gap and reduce PP persistent absence over time.	Persistent PP absentees will improve their attendance over time breaking previous cycles.
Develop oracy, speaking and listening to build skills in confidence and conversation along with vocabulary development for PP children.	PP pupils will be competent and confident in conversations with their non-PP counterparts meaning that they can become literate, social and contributory.
Ensure that enrichment opportunities and experiences develop knowledge that PP children can link learning and concepts to and increase social mobility.	Enrichment opportunities will contribute to depth of understanding in curriculum subjects in school.
Provide intensive support for pupils' mental health leading them to cope and contribute to communities, society and school.	Pupils will have the skills and tools to find coping strategies to support their mental health while building resilience, ambition and a positive outlook.

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: £79,297

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop Oracy champion alongside Voice 21 to develop speaking and listening.	Exploring the role of TA's in pupil progress through supporting interventions. https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/teaching-assistants	2, 3
Develop the use of WELCOMM to further develop speaking and listening and early language development.	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)	2, 3
Target EAL PP children with adult intervention from HLTA and S+L expert.	Early language and development and children's primary school attainment in English and Maths: new research findings- Save The Children Early Language Development and Children's Primary School Attainment in English and Maths: New research findings Save the Children's Resource Centre	2, 3
Smaller group targeted work and pre-tutoring for PP children.	https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/english-as-an-additional-language-eal	2, 3
Teaching assistant targeting support for PP Pupils.	https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/english-as-an-additional-language-eal	
Trips and visits for curriculum enrichment.	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 Oral language interventions Teaching and Learning Toolkit EEF https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/maths-ks-2-3	4

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

Budgeted cost: £36,648

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Structured interventions with TA support/HLTA also delivering language catch up.</i></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</p>
<p><i>Tutoring and therapy for vulnerable pupils e.g. Lego Therapy.</i></p>	<p>Use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-</p>	<p>2, 3, 5</p>
<p><i>WELCOMM and Voice 21 language and speech interventions with HLTA.</i></p>	<p>evidence/guidancereports/teaching-assistants</p> <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 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 The benefits of small-group tutoring (pearson.com)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>2, 3</p>

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

Budgeted cost: £37,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral lead to lead 1:1/ small group interventions supporting specific vulnerabilities with mental health/safeguarding.</p>	<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>5</p>
<p>Attendance lead to support and target families to improve their attendance to decrease PA over time.</p>	<p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

<p>Parent workshops on supporting children at home.</p> <p>Attendance reward trips to reduce PA and encourage children to come into school.</p> <p>Training for mental health lead and pastoral lead to deliver programmes for children who are struggling with their mental health.</p> <p>Music interventions and teaching by a specialist music teacher.</p>	<p>Review of best practice in parental engagement- DfE research report RR156 REVIEW OF BEST PRACTICE IN PARENTAL ENGAGEMENT (publishing.service.gov.uk)</p> <p>EEF parental engagement reflects an impact of +5 months</p> <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> <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>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>5</p> <p>1</p> <p>5</p> <p>2, 3, 4</p>
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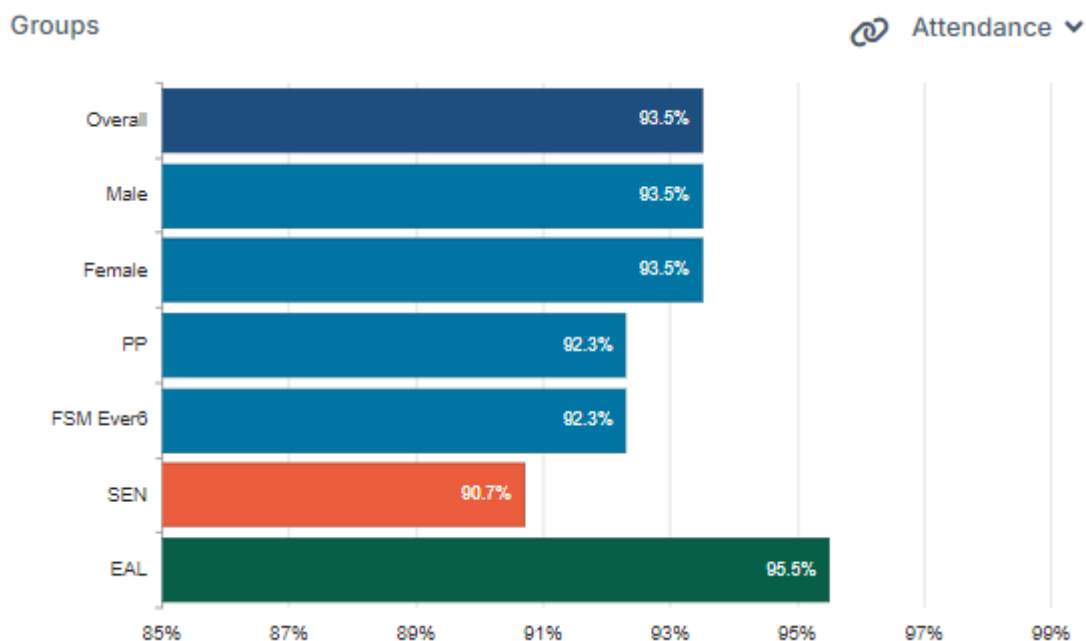
Total budgeted cost: £153,920

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

2023-24 end of year data:



PP attendance data raised term on term and although it is slightly below the overall attendance figure for the 2023-24 academic year, it is improved from the previous academic year (91.1%).

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

2023-24 end of year Wellcomm data:

We measure children's language through a screening process which sorts pupils into high, medium or low need for intervention. During the Autumn Term, of pupils screened, 32% were high priority for intervention, 18% were at medium priority, 18% were low priority and 32% were age related or above.

By the Summer Term, when the same pupils were screened again, 4.5% was high priority, 9% was medium priority, 4.5% was low priority and then 82% were age appropriate or above.

In the Autumn term, just 32% were age-related or above and by Summer Term, 82% were age related or above showing an increase of 50%. Children with high/medium need language difficulties decreased from 50% to 13.5%.

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

		TOPA	LA	National
Reading	≥Exp.Std.	50.0%	65.5%	-15.5%
	High Score	18.8%	20.4%	-1.6%

End of year results reflect that pupils achieving the higher standard in Reading is broadly in line with LA results and above National results.

Despite pupils achieving the expected standard being below, internal data shows an increase in reading ages for all PP children on STAR reader tests. The average increase for PP children 2023-2024 was +9 months.

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	62.5%	64.2%	-1.7%
	GDS	12.5%	7.3%	+5.2%

NPP Writing outcomes:

Writing (TA)	≥EXS	92.3%	77.2%	+15.1%
	GDS	7.7%	14.0%	-6.3%

PP Writing outcomes for the 2023-2024 academic year is above National average outcomes. This is an improvement on 2022-2023 outcomes where Writing outcomes were below LA and National outcomes at both EXS and GDS.

Although a gap exists between PP and NPP pupils at EXS, this year's data demonstrated that PP pupils are outperforming their counterparts at GDS.

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
Music Provision and Enrichment	RockIt Music
Speech and Language Therapy	Soundswell

Service pupil premium funding (optional)

<i>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</i>
N/A
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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.