

Pupil premium strategy statement – The Orchards Primary Academy

Before completing this template, read the Education Endowment Foundation's [The EEF Guide to the Pupil Premium | EEF](#) 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	188
Proportion (%) of pupil premium eligible pupils	57.4%
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)	2024-2025 2025-2026 2026-2027 Year 2 of 3
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	B Walker-Gordon
Pupil premium lead	Z Bayley
Governor / Trustee lead	C Chambers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,398.88
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0 (unknown)
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>	£167,398.88

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 disadvantaged pupils.

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>Attendance gap between Pupil Premium and their Non-Pupil Premium counterparts. The link between persistent absence over time and pupil premium remains high.</p> <ul style="list-style-type: none"> • Overall attendance for the 2024-2025 period was 93.2%. Overall attendance for the 2024-2025 period for PP children was 91.9% of which 31.3% were PA. Overall attendance for the 2024-2025 period for non-PP children was 95.4% of which 24.9% were PA. • The gap to date in the academic year 2024-2025 is -3.5%. The national average for PP attendance was 89.4%. Orchards Primary currently sitting at 91.9%. (PP 91.9% – non-PP 95.4% = -3.5%) The gap to date in the academic year 2025-2026 is -3.7%. (PP 93.8%– non-PP 97.5% = -3.7%) • As of 22/9/25, the attendance rate nationally was 93.98% across all schools. Disadvantaged pupil attendance at The Orchards Primary Academy is currently at 93.8%.
2	<p>Gaps between attainment and progress of disadvantaged/non-disadvantaged pupils exist across a range of year groups and subjects.</p> <p>Figures for the academic year 2024-2025:</p> <p>Reception GLD (TOPA = 70% National = 71.5%) Gap difference = -1.5% R GLD PP TOPA = 50% National = 51.5% (-1.5%)</p> <p>Year 1 Phonics (TOPA = 81.8% National = 83.4%) Gap difference = -1.6% Y1 Phonics PP = 80% National PP = 66.8% (+13.2%)</p> <p>Year 6 Reading (TOPA = -21% National = -17.1%) Gap difference = -3.9% Y6 Reading PP = 64.7% National PP = 63.2% (+1.5%)</p> <p>Year 6 Writing (TOPA = -34.1% National = -18.3%) Gap difference = -15.8% Y6 Writing PP = 58.8% National PP = 59.5% (- 0.7%)</p> <p>Year 6 Maths (TOPA = -21% National = -19.3%) Gap difference = -1.7% Y6 Maths PP = 64.7% National PP = 60.7% (+4%)</p> <p>Year 6 RWM Com (TOPA = -26.9% National = -21.1%) Gap difference = -5.8% RWM combined- PP = 58.8% National PP = 47.5% (+11.3%)</p> <p>Data from the 2024-2025 academic term shows that the gap is slowly closing, particularly across maths and reading at The Orchards Primary Academy in comparison with national figures. To continue to close the gap between our disadvantaged and non-disadvantaged children, continued robust support and strategies will be implemented to reduce the gap further. Writing is a specific focus for the academic year ahead.</p>
3	<p>Communication and language, along with low starting points mean that oracy and speaking and listening skills are poor in our Pupil Premium children.</p>
4	<p>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.</p>

5	Our particularly vulnerable disadvantaged children present serious safeguarding and mental health concerns. Social and emotional difficulties for these pupils are present.
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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.	<ul style="list-style-type: none"> • Attainment gap in reading, writing, mathematics and phonics will narrow for all year groups. NFER results and SATs results will show that the national gap and in-school gap improves to -3% across all KS2 outcome subjects, with aim to diminish completely in time. Results will demonstrate that both the national gap and the in-school gap reduce to no more than -3% across all KS2 outcome subjects, with the long-term aim of eliminating the gap entirely (0%).
Narrow the attendance gap and reduce PP persistent absence over time	<ul style="list-style-type: none"> • Persistent PP absentees will improve their attendance over time; breaking previous cycles. • In the autumn term of the 2024/25 academic year, nationally 17.79% of pupils were classified as persistently absent. • Last years PA was 24.9% with 76.6% disadvantaged (23.4% non-disadvantaged). This year we aim to try to be in line with national. Currently, our PA (13.9%) is lower than the national average which is at 18.3%(Sep-Nov 25). • Attendance lead will be leading robustly in line with policies to ensure that gaps close in attendance as outlined above. PA gap will reduce by 1% at least.
Develop oracy, speaking and listening to build skills in confidence and conversation along with vocabulary development for PP children	<ul style="list-style-type: none"> • PP pupils will be competent and confident in conversations with their non-PP counterparts meaning that they can become literate, social, and contributory. • PP children will have opportunities and be competent in speaking to audiences of different varieties. • Teaching and learning will be solidly enriched with imparting and understanding a wide range of vocabulary. Assessment will show progress for PP children in articulation, oracy and presenting skills.

Ensure that enrichment opportunities and experiences develop knowledge that PP children can link learning and concepts to and increase social mobility	<ul style="list-style-type: none"> • Enrichment opportunities will contribute to depth of understanding in curriculum subjects in school. • Pupils' will be able to use their experience to connect learning in context making them fluent in knowledge and skills leading to gaps closing in outcomes.
Provide intensive support for pupils' mental health leading them to cope and contribute to communities, society, and school	<ul style="list-style-type: none"> • Pupils will have the skills and tools to find coping strategies to support their mental health while building resilience, ambition, and a positive outlook. Boxall Profiles will show that interventions have an impact on pastoral outcomes.

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: £129,108.51 (SR 12237.60/RW 16316.79/MJ 8369.15/HB 16316.79)

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.	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.	2,3
Smaller group targeted work and pre-tutoring for PP 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

Teaching assistant targeting support for PP Pupils.	Supporting oral language skills in early years: challenges and opportunities (Professor Julie Dockrell)	2,3
Trips and visits for curriculum enrichment		4

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

Budgeted cost: 13,919.21

ER 7891 - TARGETED RESOURCES 4079 SR / BP TUTOR 14160

Oracy 3,000.00

Meemo 1,000.00

Flash Academy – 1520.00

Mathletics – 708.76

Enable station resources – 1,500.00

Get Epic 1500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Structured interventions with TA support/HLTA also delivering language catch up.</i>	Education Endowment Foundation (EEF) – Teaching Assistant Interventions Department for Education (DfE) – Use of Teaching Assistants in Schools Structured one-to-one and small group intervention is likely to be a key component of an effective pupil premium strategy. EEF EEF one-to-one tuition reflects an impact of +5 months EEF Small group tuition reflects an impact of +4 months	2,3
<i>Tutoring and therapy for vulnerable pupils e.g. Lego Therapy.</i>	Play Included – Brick-by-Brick® Programme The benefits of small-group tutoring on pupils' attainment- Pearson National	2,3,5

	Tutoring Programme The benefits of small-group tutoring (pearson.com)	
<i>WELLCOMM and Voice 21 language and speech interventions with HLTA.</i>	EEF Evaluation Summary – Wellcomm Toolkit	2,3

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

Budgeted cost: £28,192.76 (+AF 18867)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral lead to lead 1:1/ small group interventions supporting specific vulnerabilities with mental health/safeguarding</i>	Parental engagement and training for our most vulnerable families can significantly improve outcomes. Working with Parents to Support Children's Learning- Four recommendations on working with parents to support their child's learning. EEF Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	5
<i>Attendance lead to support and target families to improve their attendance to decrease PA over time.</i>		1
<i>Parent workshops on supporting children at home.</i>	Review of best practice in parental engagement- DfE research report RR156 REVIEW OF BEST PRACTICE IN PARENTAL ENGAGEMENT (publishing.service.gov.uk) EEF parental engagement reflects an impact of +5 months	5
<i>Attendance reward trips to reduce PA and encourage children to come into school.</i>	Improving school attendance: support for schools and local authorities- DfE Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) 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)	1
<i>Training for mental health lead and pastoral lead to deliver programmes for children</i>	Counselling in schools: a blueprint for the future: Departmental advice for school leaders and counsellors. DfE. Advice template (publishing.service.gov.uk) Promoting positive mental health and wellbeing in primary schools- Adrian	5

<p><i>who are struggling with their mental health.</i></p>	<p>Bethune Promoting positive mental health and wellbeing in primary schools - impact.chartered.college 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) Mental health and behaviour in schools- DfE Mental health and behaviour in schools (publishing.service.gov.uk)</p>	
<p><i>Music interventions and teaching by a specialist music 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>2,3,4</p>

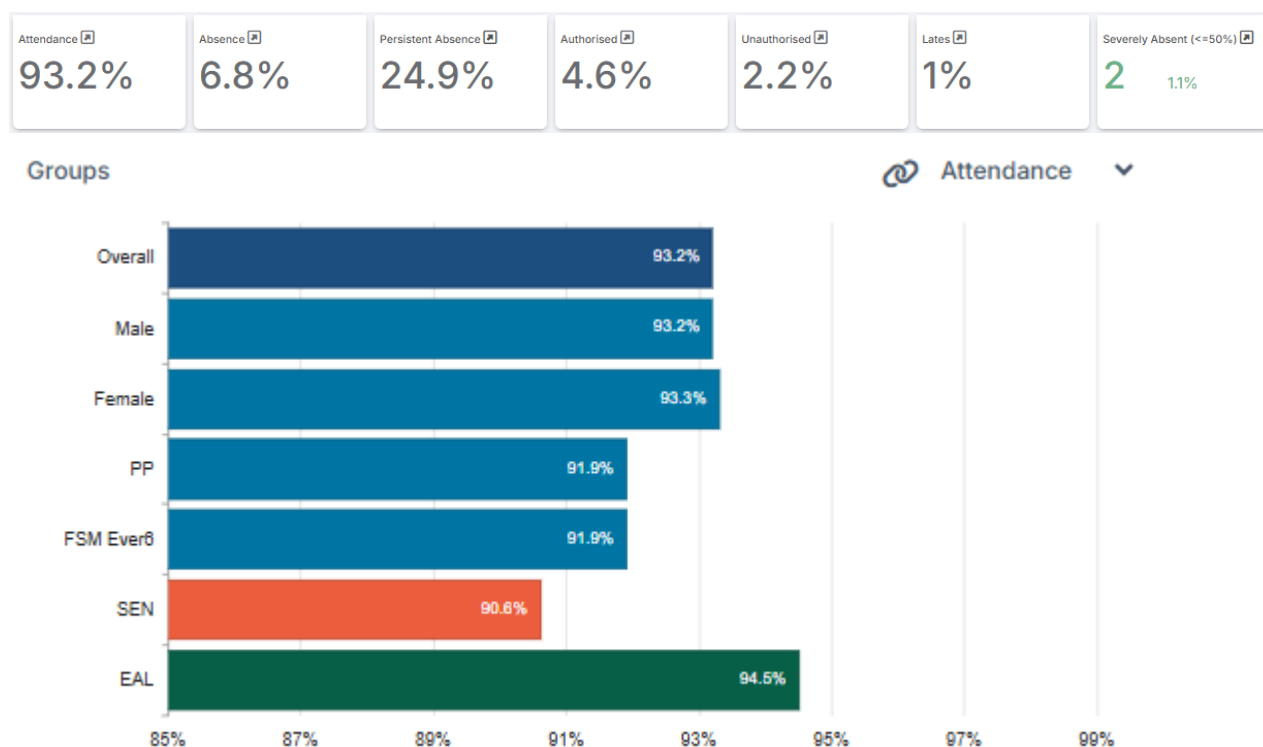
Total budgeted cost: £ 167,398.88

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.

2024-25 end of year data:



Our overall attendance figures have reduced year on year: 23/24 93.4%; 24/25 93.2%. Decreased by **0.2%**

Our PP attendance figures have reduced year on year: 23/24 92.2%; 24/25 91.9% Decreased by **0.3%**

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

2024-25 end of year Wellcomm data:

Reception data:

During the Autumn Term, of pupils screened, 14% were high priority for intervention, 0% were at medium priority, 50% were low priority and 36% were age related or above. By the Summer Term, when the same pupils were screened again, 7% were high priority, 0% were medium priority, 36% were low priority and then 57% were age appropriate, or above.

In the Autumn term, 36% were age-related, or above and by Summer Term, 57% were age related, or above, showing an increase of 21%. Children with high/medium need language difficulties decreased from 64% to 43%.

Reception, Year 1 and Year 2 Combined

This equates to all children from Reception and those from Years 1 and 2 who had been receiving Wellcomm support the previous academic year.

During the Autumn Term, of pupils screened, 17% were high priority for intervention, 5% were at medium priority, 11% were low priority and 67% were age related, or above. By the Summer Term, when the same pupils were screened again, 4% were high priority, 0% were medium priority, 11% were low priority and then 85% were age appropriate, or above.

In the Autumn term, 67% were age-related, or above and by Summer Term, 85% were age related, or above, showing an increase of 18%. Children with high/medium need language difficulties decreased from 33% to 15%

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

PP reading outcomes:

		TOPA	LA	National
Reading	≥Exp.Std.	64.7%	68.2%	-3.5%
	High Score	17.6%	26.9%	-9.3%

Non PP reading outcomes:

Reading	≥Exp.Std.	85.7%	80.4%	+5.3%
	High Score	42.9%	40.9%	+2.0%

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	58.8%	64.3%	-5.5%
	GDS	11.8%	7.5%	+4.3%

Non PP writing outcomes:

Writing (TA)	≥EXS	92.9%	75.4%	+17.5%	77.8%
	GDS	21.4%	13.5%	+7.9%	15.4%

PP Maths outcomes:

Maths (test)	≥Exp.Std.	64.7%	67.6%	-2.9%	60.7%
	High Score	11.8%	21.0%	-9.2%	15.1%

Non PP maths outcomes:

Maths (test)	≥Exp.Std.	85.7%	81.7%	+4.0%	79.9%
	High Score	28.6%	35.6%	-7.0%	30.9%

- **Strengths:** PP pupils outperform national PP in Phonics (+13.2%), Maths (+4%), and RWM combined (+11.3%).
- **Areas for Development:** Writing shows the largest gap (-15.8%), followed by Reading and RWM combined.
- **Overall trend:** PP pupils are doing well compared to national PP, but overall gaps (especially writing) will be a focus moving forward.

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	Wellcomm
Oracy	Talk in Classrooms consultancy Voice 21
Adaptive teaching practices for lower attaining children	Birmingham Education Partnership
RWInc	Ruth Miskin Literacy
Accelerated Reader	Renaissance Learning

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.