

Pupil premium strategy statement

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	Orchards C of E Academy
Number of pupils in school	388
Proportion (%) of pupil premium eligible pupils	44% (169chn)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 2023 2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sarah Cullen Head teacher
Pupil premium lead	Tara Banks Assistant Head teacher
Governor / Trustee lead	Betty Hasler Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£230599.50
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£230599.50

Part A: Pupil premium strategy plan

Statement of Intent

When making decisions about the allocation of Pupil Premium funding it is important to consider the context and demographic nature of the school as well as considering well researched strategies conducted by the EEF.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils during detailed, thorough and timely Pupil Progress meetings, so that they are fully aware of strengths and weaknesses across the school and at class level.

Principles:

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

Orchards C of E Academy is a Diocese of Ely Multi Academy Trust school located in Wisbech, Cambridgeshire. The school is a larger than average sized primary school with a Nursery which is situated in a deprived area. There are 417 pupils on roll. 50% of pupils are Pupil Premium, 25% pupils with SEND and 43% with EAL. 25 pupils have EHCPs which is four times the national average. In year admissions continue to be fluid year on year with many students with either SEND or EAL moving into the catchment area. The Fenland area was assigned an IMB (IDACI) score in 2019 of 0.21. Orchards is the only school within Cambridgeshire (266 schools in total) within the top 10% level of deprivation according to the IDACI.

	Male (% of cohort) 78	Female (%of cohort) 91
Pupil Premium (169 students)	46.2%	53.8%
EHCP (25 students)	72%	28%
EAL (224 students)	45.1%	54.9%

As previously stated, the number of in year admissions at Orchards in high with a high number of SEN/EAL or PP pupils joining throughout the year.

20/21

Year Group	Number of in year admissions	Number of EAL	Number of SEND	Number of PP
Reception	3	0	3	2
Year 1	3	1	0	3
Year 2	3	1	1	2
Year 3	2	0	2	2
Year 4	4	3	1	2
Year 5	8	2	2	6
Year 6	6	4	1	4

21/22

Year Group	Number of in year admissions	Number of EAL	Number of SEND	Number of PP
Reception	1	1	0	0
Year 1	1	0	1	1
Year 2	3	2	0	0
Year 3	1	1	0	0
Year 4	4	3	1	3
Year 5	4	3	0	0
Year 6	3	2	1	1

22/23

Year Group	Number of in year admissions	Number of EAL	Number of SEND	Number of PP
Reception	4	4	2	3
Year 1	4	4	0	3
Year 2	4	2	1	2
Year 3	6	5	2	4
Year 4	6	4	2	0
Year 5	3	3	1	3
Year 6	4	1	0	2

Challenges

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

Challenge number	Detail of challenge
1	Poor speaking and listening/literacy skills.
2	Low level attainment on entry – Nursery/Reception. Children enter Early Years working significantly below ARE and a significant number of students enter nursery and reception with little to no English language.
3	Children at Orchards lack cultural capital.
4	Children lacking skills such as resilience and perseverance has an impact on attainment especially for children whose attendance is poor.
5	The gap between disadvantage and non-disadvantage widened in some year groups due to the aspirational curriculum.

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
Teachers to ensure that all disadvantaged pupils achieve expected progress and 25% achieve accelerated progress. (Challenge 5)	Data for Pupil Premium pupils through school level assessment, demonstrates accelerated progress and improves outcomes.

The school delivers a broad and balanced curriculum within and beyond the classroom and develops cultural capital. (Challenge 3/5)	Curriculum is developed to create a knowledge rich curriculum where knowledge is valued, carefully sequenced and taught to be remembered. Pupil voice evidences increased enjoyment in pupil learning.
Children access targeted speech and language interventions half termly (where needed) and talk boost/ELKAN strategies are embedded to improve outcomes (Challenge 1)	Children at Orchards are articulate and able to express their views.
Nursery expansion increases in year admissions. (Challenge 2)	Children enter Reception with core foundational knowledge and learning behaviours.
Thrive strategies are embedded across school (Challenge 4)	Children are resilient and can access learning.

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: £ 21,178 + supply

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA training – TA's to attend all 5 training days £11,178	Given that SEN pupils and low-attaining pupils are more likely to claim Free School Meals (FSM). TAs also work more closely with pupils from low-income backgrounds. Indeed, expenditure on TAs is one of the most common uses of the Pupil Premium in primary schools, a government initiative that assigns funding to schools in proportion to the number of pupils on FSM. Talk boost training. ELKAN training. Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback. (EEF)	1,2,5 TA's able to support teachers fully due to understanding the needs of the school addressed on training days.
Instructional Coaching Supply cost £1600	Learning behaviours are effectively taught as a result of teachers feeling more empowered to deliver lessons effectively using the most up to date strategies and pedagogy.	1, 4 and 5
Sounds write Phonics training for teachers and TA's Training for 28 staff @ £300 each = £8,400 Supply for teaching staff where necessary = £180 PER DAY	The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. 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.	1 and 2

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

Budgeted cost: £ 34,701.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To develop maths across the whole school, embedding Complete Maths and our Orchards curriculum to ensure rapid progress for all.</i> <i>£6000</i>	Low maths outcomes across the school. with only 41% of children reaching expected level by the end of KS2. Pre-requisition testing shows gaps in pupils learning. Diagnostic testing will inform teaching. Use of tutor to further support children who have fallen behind and need to make accelerated progress to keep up with their peers. Children do not recognise the important and maths and the role it plays in our society.	5
<i>Develop the relationship between Orchards and the wider community.</i> <i>RON - £2000</i> <i>Tim Mann – £2000</i> <i>Diwali dancers – £600</i> <i>Jack – £5696.50</i> <i>Thrive – £23000</i> <i>Peckover house project</i> <i>£400</i>	Children at Orchards lack cultural capital. Due to the level of deprivation in our local area, children at Orchards have limited opportunities to experience 'life outside Wisbech'	3, 4 and 5

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

Budgeted cost: £174,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>% of Thrive Staff £55,000</i>	Pupil behaviour has multiple influences, some of which teachers can manage directly. Understanding a pupil's context will inform effective responses to misbehaviour. Teaching learning behaviours will reduce the need to manage misbehaviour. Breakfast clubs, greeting children at the door and working with parents can all support good behaviour. 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. EEF guidance	4
<i>Family support worker salary £35,000</i>		
<i>Thrive Whole school subscription £1720</i>		
<i>Outdoor reflection area £4000</i>	Children are happy and feel safe on the playground as they have a place to go to for reflection.	1
<i>Nursery outdoor area £15,000</i>	On average, studies of play that include a quantitative component suggest that play-based learning approaches improve learning outcomes by approximately five additional months. Positive outcomes have been identified for a range of early learning outcomes including vocabulary, reasoning and early numeracy. EEF guidance	1 and 2
<i>Nursery 2s expansion £30,000</i>	Children enter Early Years working significantly below ARE and a significant number of students enter	1, 2, 4 and 5

	nursery and reception with little to no English language. Due to the maximum capacity in our 2s room of 8 children per session, in year admissions were limited. This resulted in children not joining our Nursery setting and starting school in Reception with lower than expected attainment on entry data and with a higher percentage of children joining from other sessions not being 'school ready'	
<i>Outdoor library</i> £10,000	There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). • Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). • Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). • There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007). • Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009). • International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988). International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988). • Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).	1, 2 and 5.
<i>Classroom Libraries</i> £3,000		

	• Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006). Research evidence on reading for pleasure - Education standards research team May 2012	
<i>% of Attendance officer</i> <i>£10,000</i>	The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage KS 2, the lower the likely level of attainment at the end of KS2.	4
<i>Free logoed uniform for vulnerable families</i> <i>£1000</i>	Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. Staff commitment to upholding and consistently maintaining a uniform policy is crucial to successful implementation. If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.	5
<i>Rock steady</i> <i>£10000</i>	The EEF state during a research paper from July 2021 in arts participation that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.	3 and 5

Total budgeted cost: £230599.50

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.

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
Teachers to ensure that all disadvantaged pupils achieve expected progress and 25% achieve accelerated progress.	Data for Pupil Premium pupils through school level assessment, demonstrates accelerated progress and improves outcomes.
The school delivers a broad and balanced curriculum within and beyond the classroom and develops cultural capital. (Challenge 4)	Curriculum is developed to create a knowledge rich curriculum where knowledge is valued, carefully sequenced and taught to be remembered. Pupil voice evidences increased enjoyment in pupil learning.
Increase in parental engagement	% of parents attending parental consultations increase based on numbers from last year.
Increase in reading at home (Challenge 3)	Standards in reading improve Reading logs signed more regularly
Increase in attendance and punctuality (Challenge 5)	PP attendance to be broadly in line with national attendance figures.

Outcome 1

Year group	% of PP children who made expected and accelerated progress – Writing data
Reception	Expected = 55% Accelerated = 45%
1	Expected = 94% Accelerated = 2%
2	Expected = 96%
3	Expected = 100%
4	Expected = 96% Accelerated = 4%
5	Expected = 92% Accelerated = 4%
6	Expected = 75% Accelerated = 19%

Outcome 2

‘Leaders have ensured there is a high-quality curriculum in place that builds up pupils’ knowledge and skills over time. Leaders have trained staff in the delivery of this

curriculum, so teachers are knowledgeable about the subjects they teach. Teachers follow this curriculum and assess what pupils have learned...In the early years foundation stage (EYFS), provision is more carefully matched to what pupils know, so they achieve well. For example, pupils receive bespoke support in areas such as consolidating number and basic phonics sounds'

What do we need to do to improve?

'Teachers' delivery of the curriculum is inconsistent due to variability in the depth of their subject knowledge. The impact of this is that pupils have mixed levels of interest and they achieve inconsistent outcomes. Leaders need to ensure that all teachers have the necessary depth of subject knowledge to teach the curriculum effectively and that this impacts positively on pupils' achievement of high-quality outcomes'

OFSTED report – 5th/6th July 2022

Outcome 3

Similar number of parents attended parents evening as previous year.

Outcome 4

Year group	Autumn 1 data % at EXP/GD DIBELS composite score	Summer 2 data % at EXP/GD DIBELS composite score
Reception	20% at checkpoint	59% ELG
1	16%=EXP 7%= GD	9%=EXP 78%= GD
2	26%=EXP 41%= GD	21%=EXP 53%= GD
3	27%=EXP 46%= GD	22%=EXP 39%= GD
4	29%=EXP 37%= GD	23%=EXP 32%= GD
5	38%=EXP 28%= GD	25%=EXP 47%= GD
6	35%=EXP 20%= GD	26% EXP 11% GD (SATS)

Outcome 5

Whole school attendance data EOY =

PP attendance data EOY =

National attendance data EOY = 93.4%

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
Giglets	ILT Education
TT RockStars	Maths Circle Limited
Complete Maths	LA SALLE Education
Talk Boost	Speech and Language UK
ELKAN	DfE - EYPDP
Thrive	Thrive Ltd
PKC	Knowledge Schools Trust
Kapow	Kapow Primary Ltd