

Statement of pupil premium strategy



| 1. Summary information | | | | | |
|------------------------|--------------------|----------------------------------|--------------------------------------|--|----------|
| School | The Orchard School | | | Type of SEN (eg.PMLD/SLD/MLD etc.) | PMLD/SLD |
| Academic Year | 2019/20 | Total PP budget | £90020 | Date of most recent PP Review | Mar 19 |
| Total number of pupils | 148 | Number of pupils eligible for PP | 56 (plus 7 PPG+) total 63 identified | Date for next internal review of this strategy | Nov 19 |

| 2. Current attainment | | |
|--|---|-----------------------------------|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP</i> |
| % achieving outstanding targets in communication | 33% | 27% |
| % achieving outstanding targets in maths | 42% | 44% |
| % progress specific to school setting | N/A | N/A |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| In-school barriers | |
| A. | All pupils have SEND and EHCP and their attainment and progress is well below average, particularly in English and mathematics. |
| B. | A high proportion of pupils have difficulties with communication and interaction. |
| C. | Increasing mental health issues, particularly for some ASD pupils. |
| External barriers | |
| D. | Many pupils have restricted opportunities to engage in community activities |
| E. | The proportion who are from minority ethnic communities and also speak English as an additional language is well above average. |
| F. | Sandwell Local Authority is known to be one of the poorest in the country. Approximately 30% of the local authority's children are living in poverty. |

| 4. Outcomes | |
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| <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. Improve pupils' attainment and progress in core subjects of English and mathematics | Pupils eligible for PP will make rapid progress, so that differences diminish and they achieve well in comparison to non PP pupils in core subjects and wider subjects. Tracking three times a year to closely monitor the progress of pupils to check they are on track and where they are not, appropriate interventions will be implemented. |
| B. Pupils have access to appropriate support through the maintenance of existing staffing ratios. | Pupils continue to receive high staff ratio to enable ongoing teaching and learning and access to planned intervention where appropriate. |
| C. Pupils have a broader range of experiences and opportunities and engagement in learning is increased | PP pupils will engage in a wide range of experiences and enjoy learning, and access a wide range of resources to develop learning. |
| D. Improve pupil attendance and parental engagement | Enable better identification of attendance concerns in relation to pupils eligible for PP and in addition the parent liaison worker will impact on parental engagement through signposting relevant services/training and support for social care issues. |

| 5. Planned expenditure | | | | | |
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| Academic year | 2019-20 | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence & rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| To meet the communication and feeding needs of pupils | Extra Speech and Language Therapist support | Topping up our local authority allocation for speech and language therapy support to increase the team's capacity to meet the needs of pupils. This will also impact on capacity for staff training. | Monitored through the subject leader for communication and reviewed at each data collection to share information and identify priorities. There will also be an impact on outcomes. This will link in with additional meetings through targeted support. | TLR for S&L | Ongoing – at data collection points. Review of school development plan and subject leader evaluation. |

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| Effective management of teaching and learning needs in each department | Head of Departments increased released time | The need for increased time to focus on quality provision through monitoring processes and impact analysis, linked to data priorities. | Pupil progress review meetings. | HoD's | Ongoing – at data collection points and governor monitoring. |
| Better outcomes for pupils | Additional Learning Support Practitioner and part time Learning Support Assistant. | To maintain pre-existing pupil staffing ratios. | Through progress analysis | DH | Ongoing |
| Equal access to offsite learning | Offsite visit subsidies | To ensure all pupils are able to engage in offsite learning, including residential. | Requests from teaching for financial support and monitoring by the EVC. | EVC & DH | Ongoing |
| To provide quality resources to support learning | Curriculum Resources | Extra bespoke resources are needed to meet individualised learning needs. | Lesson observation showing use of quality resources. | SLT | Ongoing |
| Total budgeted cost | | | | | £76946 |
| ii. Targeted support | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence & rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Increase outcomes | Contingency fund | Funding for intervention and provision outside of other areas identified as and when the need arises. | Teachers to request funding and this is monitored by DH and through progress review. | DH | Ongoing |
| PPG+ | Contingency fund | Statutory requirement to ensure eligible pupils have full access to additional intervention/resources. | Monitored by DH and through progress review. | DH | Ongoing |
| Total budgeted cost | | | | | £2800 |
| iii. Other approaches (including links to personal, social and emotional wellbeing) | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence & rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |

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| Increased attendance and parental involvement with school | Parent liaison officer – 2 days per week | To improve attendance and parental involvement. | Monthly attendance scrutiny and identify priorities for action. Program of bespoke events to support parental engagement. | Parent Liaison | Monthly and by governor monitoring |
| Total budgeted cost | | | | | £14234 |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2018-19 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| To meet the communication and feeding needs of pupils | Extra Speech and Language Therapist support | Yes. We have run feeding training to ensure specific feeding needs have been met by staff. This has also been facilitated in home settings where appropriate. We have run twilight sessions to further enhance staffs understanding of language development, teaching and learning. | This has been successful. Moving forward, we will focus on specific teacher/pupil support through progress review outcomes. | £17739.87 |
| Effective management of teaching and learning needs in each department | Head of Departments increased released time | Yes. Heads of department have had extra time to support and monitor outcomes from data analysis, so that they have been able to support individual classes with planning, recording and assessment. | This has been successful and will be sustained. | £12082.98 |
| Better outcomes for pupils | Additional Learning Support Practitioner | Staffing ratios have been sustained across the school and we have therefore been able to maintain pre-existing staffing ratios. | This has been successful and will be sustained and increased. | £28375.81 |
| Equal access to offsite learning | Offsite visit subsidies | Staff have been able to request additional funding to support staffing or transport requirements to enable pupils to access enhanced learning experiences. | This has been successful and will be sustained. However, due to an underspend in this area, less will be allocated for the next year. | £175.84 |
| To provide quality resources to support learning | Curriculum Resources | Staff have been able to request additional funding to support specific resources to enable pupils to access enhanced learning experiences linked to curriculum priorities. | This has been successful and will be sustained. | £1586.70 |

| ii. Targeted support | | | | |
|--|--|---|---|-------------|
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Increase outcomes | Contingency fund | Yes. Through progress review meetings, targeted support was identified through purchasing additional staffing. | Evidence of impact through evaluation. Continue to consider as impactful strategy based on progress evidence. | £48.72 |
| iii. Other approaches (including links to personal, social and emotional wellbeing) | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Increased attendance and parental involvement with school | Parent liaison officer – 2 days per week | This has enabled us to signpost families to relevant support networks, to process applications for specific equipment for home use, to complete multi-agency referrals and to monitor attendance in order to report back concerns for action. | This has been successful and will be sustained. | £13595.80 |
| Increased attendance | Administration support | Daily calls are made to families where absences are unreported and follow up calls are made to see if a pupil will return the next day. | This has been successful, but has not been prioritised moving forward. | £700 |

| 7. Additional detail |
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