

Pupil premium strategy statement

School overview

Metric	Data
School name	The Orchard School
Pupils in school	147
Proportion of disadvantaged pupils	33%
Pupil premium allocation this academic year	£85355 estimated (£49790 Sep-Mar + More allocated from April)
Academic year or years covered by statement	2021 to 2022
Publish date	Sep 2021
Review date	July 2022
Statement authorised by	A Shepherd
Pupil premium lead	A Shepherd
Governor lead	

Disadvantaged pupil barriers to success

All pupils have SEND and EHCP and their attainment and progress is well below average, particularly in English and mathematics.
All pupils have communication delay and many have interaction difficulties
Increasing mental health issues, particularly for some ASD pupils and these have been compounded by Lockdown and Covid 19 restrictions.
The proportion who are from minority ethnic communities and also speak English as an additional language is well above average.
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.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Improve reading performance of PP pupils		July 2022
Improve science performance of PP pupils		July 2022
Maintain good levels of progress in other subjects that have		July 2022

previously been supported by PP funding.		
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Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
To improve attendance for pupil attracting PP	Overall attendance for students eligible for PP to improve and align with the rest of the school cohort	July 2022
Maintain existing staffing structure, which has previously been supported by PP funding	Pupils continue to receive relevant staff ratio to enable ongoing teaching and learning and access to planned intervention where appropriate.	July 2022
Support for extra-curricular activities	PP pupils will engage in a wide range of experiences and enjoy learning, and access a wide range of resources to develop learning.	July 2022

Teaching priorities for current academic year

Measure	Activity and Research Evidence for Spending Decision
Additional 2 days Speech and Language Therapist support.	The EEF Oral Interventions evidence strength is 4 out of 5. School based evidence shows a clearly defined focus on communication strategies and skills has significant impact on pupils' ability to communicate both in and out of school. This in turn positively impacts on mental health and wellbeing and behaviour. In addition, this can be seen to have a positive impact on staff understanding and skills and therefore supports the quality of teaching and professional development.
Head of Departments increased released time	This allows heads of department an additional half day to support class groups and individual pupils within their department with targeted interventions, based on data scrutiny and issues as they arise. This links into a number of EEF strands including 'Within Class Attainment Grouping' (1/5), 'Teaching Assistant Interventions' (3/5), 'Social and Emotional Learning' (1/5), 'Small Group Tuition' (3/5), 'Reading Comprehension Strategies' (4/5), 'Phonics' (5/5), 'Parent Engagement (4/5), 'Metacognition and self-regulation (4/5), 'Collaborative Learning Approaches' (2/5), 'Behaviour Interventions' (2/5). Depending on data analysis and the nature of issues that arise

	during the academic year, it is anticipated that some or all of the above listed strands will be evidenced.
Additional Learning Support Staff.	The main EEF Teaching Assistant Interventions evidence strength is 3 out of 5. In addition, this links into a number of EEF strands including 'Within Class Attainment Grouping' (1/5), 'Teaching Assistant Interventions' (3/5), 'Social and Emotional Learning' (1/5), 'Small Group Tuition' (3/5), 'Reading Comprehension Strategies' (4/5), 'Phonics' (5/5), 'Parent Engagement (4/5), 'Metacognition and self-regulation (4/5), 'Collaborative Learning Approaches' (2/5), 'Behaviour Interventions' (2/5).
Curriculum Resources	Historically, individual resources/equipment has been funded on a case-by-case basis. This has been backed by evidence from previous impact on data, or better access to learning for specific needs.
Barriers to learning these priorities address	All pupils have SEND and EHCP, meaning attainment is well below average. They also have communication delay and we are seeing a rise in sensory processing needs.
Projected spending	£75,188

Wider strategies for current academic year

Measure	Activity and Research Evidence for Spending Decision
Parent liaison officer – 2 days per week.	The EEF Parental Engagement evidence strength is 4 out of 5. In addition, this links into the Collaborative Learning Approaches evidence strength of 2 out of 5.
Barriers to learning these priorities address	A proportion of pupils from minority ethnic communities (28% for Sandwell compared to 15 % for England as a whole) and also speak English as an additional language (30% for Sandwell compared to 19% for England as a whole) is well above average. Sandwell Local Authority is known to be one of the poorest in the country. 27% of the local authority's children are living in poverty (in comparison to 20% for England as an whole).
Projected spending	£14,234

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days in response to key school development priorities. Ongoing programme of CPD during staff meeting time. Ongoing access to specific training/CPD on an individual basis for all staff members.
Wider strategies	Ensuring enough time is available to support the parent link aspect.	Liaison with parent governor to establish and develop parental

		support linked to support groups, training and event planning.
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Review: last year's aims and outcomes

Aim	Outcome
<p>Improve pupils' attainment and progress in core subjects of English (including Communication) and Mathematics</p> <p>Pupils have access to appropriate support through the maintenance of existing staffing ratios.</p>	<p>Staffing levels have been maintained and this has been reflected in an improvement in the progress data at our end of year data collection.</p>
<p>Pupils have a broader range of experiences and opportunities and engagement in learning is increased</p>	
<p>Improve pupil attendance and parental engagement in learning and in school life</p>	<p>This has been challenging due to the COVID pandemic. However, attendance has improved from 83.1% in 2019-20 to 85.2% in 2020-21 (collected 12/07/2021). This has been supported by our Parent Liaison Manager and additional administration support to support parents with attendance. This has included phone calls at the first point of absence, some follow up calls and home visits.</p>