

# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

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

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	The Orchard School
Number of pupils in school	142
Proportion (%) of pupil premium eligible pupils	40%
Academic years that our current pupil premium strategy plan covers	2022-25
Date this statement was published	5/10/22
Date on which it will be reviewed	July 2023
Statement authorised by	Kate Hazelwood Executive Head Teacher
Pupil premium lead	Allison Shepherd / Laura Valentine
Governor lead	Pat Evans

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54696.25 + Additional from April 2023
Recovery premium funding allocation this academic year	£4000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p><b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£58696.25 + Additional from April 2023</p>
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# Part A: Pupil premium strategy plan

## Statement of intent

For all pupils at the Orchard School, an individual learning approach is at the heart of everything we do. This ensures that the most disadvantaged pupils have clear plans and interventions when required, specialist support from relevant professionals and the best teaching opportunities to enrich their daily life by enhancing their communication skills, supporting their access to cultural, real life, exciting and engaging teaching and learning through offsite visits and on-site visitors. Additional Occupational Therapy support provides a breadth of specialist strategies for pupils with sensory processing difficulties which will not only directly impact pupils receiving such targeted support and intervention but also on the environment and wellbeing of the class overall.

We aim for all pupils to have a consistent approach between school and home, enabling pupils and families to have a stronger sense of wellbeing, consistency and confidence. This is promoted through additional support from the pastoral team including provision of parental engagement workshops and bespoke wellbeing support.

## Challenges

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

Challenge number	Detail of challenge
1	All pupils have SEND and EHCP and their attainment and progress is well below average, particularly in English and mathematics.
2	All pupils have communication delay and many have interaction difficulties
3	Increasing mental health issues, particularly for some ASD pupils and these remain compounded by the continued challenges from the impact of Covid 19
4	The proportion who are from minority ethnic communities and also speak English as an additional language is well above average.
5	Sandwell is an area of high deprivation: <ul style="list-style-type: none"><li>• 12th most deprived out of 317 local authorities</li><li>• 46% of our pupils qualify for Free School Meals</li><li>• 44% are entitled to the Pupil Premium Grant.</li><li>• The high level of deprivation means there is a higher likelihood our children will experience neglect.</li></ul>

	<ul style="list-style-type: none"> <li>Over 14% have an allocated Social Worker, 13% have a Child in Need plan, although we only have one child on a child Protection plan. There are 2 LAC pupils on roll.</li> </ul>
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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
To continue to use parent liaison officer in order to maintain and improve attendance for pupils attracting PP	Pupils eligible for PP will be in line with the rest of the school cohort
Additional 2 days speech and language therapist employed in order to develop the communication and language provision across school	Maintain the strength of communication and language provision across school, continuing to impact not only pupil communication skills, but mental health, wellbeing and behaviour. Annual formal meeting between Speech and Language therapist and class teacher to ensure pupil communication needs are reviewed and planned for.
Response to key data priorities	Progress review exercise following data collection at 3 point in the year with identification of key priorities for intervention. This could be at both class or subject level.
Provision of Occupational Therapy support to assess and deliver bespoke support to meet the needs of pupils with sensory processing needs.	Pupils with sensory processing needs will have bespoke programmes containing specific advice and support. Class teams and families will use these plans to support their sensory needs within the classroom and at home. Impact on engagement in learning and progress data
Pupils to have continued access to specialist music provision through Big Top Music.	Specialist, regular music provision for all pupils will provide creative opportunities to support communication, well-being and musical skill.
Enhancing specific cultural capital opportunities through support for extra-curricular activities	Increase in the access to offsite visits and internal visitors to support a wider range of experiences.
To set up the Book Loan Scheme for pupils/families to support home learning	Resource base, specific appropriate books for loan, staff release time to enable set up of the scheme.
To facilitate parental engagement workshops to develop and support parental understanding of our curriculum and specific methods and strategies.	Parents able to use consistent approaches, methods and strategies to support learning at home, which in turn will support wellbeing.

## 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: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT- 2 days support	Previous use of this method has proved successful in meeting the complex needs of our pupils	1, 2, 3, 4
Music- Big Top	Specialist provision that supports pupils communication, social and emotional needs to access a wider curriculum and enhance engagement.	1, 2, 3, 4
Curriculum Enhancement	Providing access to enriching offsite visits and visitors to school enhances cultural capital and those pupils who are most deprived.	1, 2, 3, 4, 5

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

Budgeted cost: £30,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Occupational Therapy – 8 hours week	High proportion of pupils have sensory processing difficulties which impact on their ability to engage and learn	1, 2, 3
Speech & Language meetings with teachers	Complex communication needs are analysed in order to provide the most appropriate communication methods and focus for teaching and learning routes.	1, 2, 3, 4
Interventions following data analysis	Providing bespoke support, resources, specific activities for identified gaps with a view to impacting on progress and attainment.	1, 2, 3, 4

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

Budgeted cost: £20,500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Book Loan Scheme	Reading is a school priority, facilitating wider opportunities for children and families to have a greater access to a broad range of text to bring a love of reading alive at home.	1, 2, 3, 4, 5
Parent engagement workshops	Engaged parents enable consistent learning for pupils at home and school, parents are better able to understand their own child's needs and how to meet them.	1, 2, 3, 4, 5
Parent Liaison officer (Role subsidy)	Links with families to support pastoral needs; primarily focusing on attendance. Supporting parents with referrals, financial signposting, grant applications, facilitating meetings, housing support etc.	1, 2, 3, 4, 5

**Total budgeted cost: £80,000**

## 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 2021-2022 academic year.

**Academic aims:** Reading – vast improvement in outcomes – 69% were exceeding expected progress.

**Attendance:** Attendance for pupils eligible for pupil premium has improved. It was 88.2% for pupils eligible for pupil premium, compared to 87.7% for the school as a whole.

**Staffing structure:** Pupils received the relevant staff ratio that enabled specialist and consistent teaching and learning and access to planned interventions.

**Extra-Curricular activities:** Offsite visits supported bringing the curriculum to life, enhancing engagement and wellbeing.

**Additional SALT support:** This has had a positive impact; enabling pupils to have greater access to specialist support, thus impacting on provision of clear communication strategies used across the range of complex classes, providing specialist support to pupils and supporting CPD for staff.

**Head of Department increased release time:** Facilitating this additional time allowed interventions to be planned for and monitored in a timely manner, with the use of appropriate resources bought where necessary.

**Parent Liaison Officer- (Role Subsidy)-** The pastoral team have the time to enhance parental engagement, support families and focus and follow up regarding attendance matters immediately.

### 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
N/A	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A



## Further information (optional)

N/A