



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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
School name	The Orchard School
Number of pupils in school	147
Proportion (%) of pupil premium eligible pupils	40%
Academic years that our current pupil premium strategy plan covers	2023-26
Date this statement was published	25/10/23
Date on which it will be reviewed	July 2024
Statement authorised by	Elizabeth Hopewell Head Teacher
Pupil premium lead	Allison Shepherd / Laura Valentine
Governor lead	Pat Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57050 + Additional tbc from April 2024
Recovery premium funding allocation this academic year	£40817.50
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	£97867.50 + Additional pupil premium tbc from April 2024



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"> • 12th most deprived out of 317 local authorities • 46% of our pupils qualify for Free School Meals • 40% are entitled to the Pupil Premium Grant. • The high level of deprivation means there is a higher likelihood our children will experience neglect. • Over 38% (26 Pupils) have an allocated Social Worker, 32% (22 pupils) have a Child in Need plan, although we only have one child on a child Protection plan. There are 3 LAC pupils on roll.



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
Additional Speech and Language therapist 0.5 days a week to work on specific interventions. To increase the number of children accessing eye gaze as a method to support their learning. To support children who are 'sensory eaters' to eat a wider variety of food using the 32 steps.	Appropriate children will be identified to use eye gaze technology. Eye gaze technology will be up to date and in consistent use. Children who struggle to eat a small variety of food/textures will eat a wider amount of food. Staff working with these children will be trained and confident to deliver the programme.
Communication strategies across school to be embedded and consistently used effectively.	Staff to be regularly supported through in-class modelling and coaching. Children to have consistent, effective access to appropriate communication strategies. Effective strategies embedded will allow children to access all areas of their learning, therefore making positive impact on progress. Parents to have a shared vision of their child's communication strategies through modelling/teaching sessions.
Continue to implement the phonics scheme and embed staff skills, knowledge and understanding.	Staff to have appropriate phonics training, phonics support within class. Consistent approaches to the teaching of phonics All children will access daily phonics input to allow for reading success at each child's individualised level of learning.
Response to key data priorities for additional support in class or specific resources for children.	Progress review exercise following data collection at 3 point is the year with identification of key priorities for intervention. This could be at both class or subject level.
Continued 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 receive specific advice and support to be implemented into their routine. Class teams and families will use this knowledge 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 continue to develop the Book Loan Scheme for pupils/families to support home learning, access to a wide range of books and to promote a love of reading.	Resource base, specific appropriate books for loan, staff release time to enable set up of the scheme. Children to have access to a wider selection of books for use at home. For families to feel more confident in sharing books and interacting with their child.
To facilitate parental engagement workshops to develop and support parental	Parents able to use consistent approaches, methods and strategies to support learning at home, which in turn will



understanding of our curriculum and specific methods and strategies.	support wellbeing.
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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- 0.5 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 – 6 days per year	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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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

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 2022-2023 academic year.

Parent Liaison Officer:

The parent liaison officer works collaboratively within the pastoral team, developing strong relationships with parents and offering support and signposting where needed. Home visits, calls, ensuring families receive the appropriate support all contribute to children's wellbeing at home, mental and physical health as well as attendance. This role is now embedded and forms part of the daily processes and is now within our staffing structure.

Additional Speech and Language Provision:

Children have received specific 1:1 support using eye gaze, staff working with these children feel more confident and more staff have been trained in the use of the technology (An additional 11 staff). We now have 2 working eye gaze systems with up-to-date technology which facilitates consistent teaching and learning strategies.

Occupational Therapy Support

Occupational therapist assessed 20 children who required additional specific support. Staff teams and parents received advice to support children's sensory regulation. Staff have received specific training, there have been 4 CPD training sessions. There is now a specialist sensory integration room with highly specialised equipment, timetabled for children within school. A parent morning was held to educate parents on the use of these strategies.

Specialist Music Provision

All children have received regular Big Top lessons, in which specialist music teachers have supported children's learning within expressive arts and design, communication and PSED.

Book Loan Scheme

Literacy leader started research around appropriate methods and access for children. Resources ordered and prepared in readiness for implementation this academic year. (See new plan)

Parental Engagement Workshops

Parents invited in to attend class and specific workshops for: Phonics, Makaton, communication and curriculum and home learning.



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)

A portion of funding has not been allocated to support further project development next year due to the removal of Catch-Up Funding in future years.