

Pupil premium strategy statement – The Orchard School

This statement details our school's use of pupil 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 |
|---|------------------------------------|
| Number of pupils in school | 151 |
| Proportion (%) of pupil premium eligible pupils | 41.7% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2024-2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Elizabeth Hopewell |
| Pupil premium lead | Laura Valentine / Allison Shepherd |
| Governor / Trustee lead | Pat Evans |

Funding overview

| Detail | Amount |
|--|------------|
| Pupil premium funding allocation this academic year | £61,932.50 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £61,932.50 |

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. There is an ongoing need for Occupational Therapy support. This enabled through providing a breadth of specialist strategies for pupils with sensory processing difficulties including sensory eating needs 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 or more complex communication needs, 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• 53.0% of our pupils qualify for Free School Meals• 41.7% are entitled to the Pupil Premium Grant.• The high level of deprivation means there is a higher likelihood our children will experience neglect.• currently, Over 18.5% have an allocated Social Worker, 14.6% have a Child in Need plan. Two pupils are on a child Protection plan. There are 4 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 |
|---|---|
| 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. Provision of specialist resources to support learning / intervention |
| 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. |
| 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 support children who are 'sensory eaters' to eat a wider variety of food using a specialist programme and supporting resources | Delivery of training to implement package – The eating as learning' curriculum. |
| Further develop technology resources to support engagement in learning across the curriculum | Development of back of control devices and adapted activities to enable all pupils to engage meaningfully in a range of learning experiences |
| 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. |
| Support attendance and wellbeing of pupils and families | Maintain capacity in Pastoral team to support attendance and welfare of pupils and families through home visits, daily calling and general liaison for those requiring additional support. |

| | |
|--|--|
| Facilitate parental engagement workshops to develop and support parental understanding of curriculum and specific methods and strategies | Consistency of approach between school – home Opportunities to work with pupils in the class room environment through regular scheduled activity events |
|--|--|

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 19,050

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Embed communication strategies | Previous use of this method has proved successful in meeting the complex needs of pupils | 1,2,3,4,5 |
| Continued access to specialist music provision through Big Top Music. | Specialist provision that supports pupils' communication, social and emotional needs to access a wider curriculum and enhance engagement | 1, 2, 3, 4 |
| Further embed and develop phonics scheme | This is a school priority | 1,2,4,5 |
| Further develop technology resources | A high number of pupils require assisted technology and specialist equipment to enhance learning opportunities and engagement in learning. | 1,2,4,5 |

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

Budgeted cost: £17,782

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Interventions following data analysis | Provide bespoke support, resources and specific activities to address identified gaps with a view to impacting on progress and attainment | 1,2,3,4,5 |
| Occupational Therapist intervention - sensory Integration | Continue to assess and support staff to meet ongoing needs of high proportion of pupils who have sensory integration needs. | 1,2,3,5 |
| Occupational Therapist intervention - sensory Integration | Purchase of resources to support individual pupil needs following assessment | 1,2,3,5 |
| Occupational Therapist intervention – sensory eating | Training for staff in implementation of 'eating as learning' programme and resource bank. | 1,2,3,5 |

| | | |
|-------------------------|--|-----------|
| Miscellaneous resources | Provide bespoke and specialist resources to enhance learning | 1,2,3,4,5 |
|-------------------------|--|-----------|

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

Budgeted cost: £25,100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Develop pupil experiences and cultural capital | Enable a wider range of experiences through offsite visits and visitors to school | 1,2,3,4,5 |
| Continue to develop resources for book loan scheme | Maintain and develop resources to enable continuation of book loan scheme to support school priority and a wider love of reading | 1,2,3,4,5 |
| Parent workshops / curriculum events | Consistency of approach between school – home Opportunities to work with pupils in the classroom environment through regular scheduled activity events Strengthening of relationships between families and school. | 1,2,3,4,5 |
| Support attendance and wellbeing of pupils and families | Maintain capacity in Pastoral team to support attendance and welfare of pupils and families through home visits, daily calling and general liaison for those requiring additional support. | 1,2,3,4,5 |

Total budgeted cost: £ 61,392

Part B: Review of the previous academic year 23-24

Outcomes for disadvantaged pupils

Additional Speech and language provision – eye gaze and sensory eating focus areas -

Eye gaze technology support and training for staff completed through external provision and purchase of additional resources - assisted technology.

Sensory eating – project work started and identified support ceased. New support identified and work to continue ongoing- funding to be carried over to support this.

Communication strategy development and embedding -

Timetabling of meetings between Speech and language therapist with each class teacher to discuss pupil individual needs, provision and support required to meet needs.

Embedding of phonics scheme and development of staff skill and understanding

Delivery of staff CPD, ongoing monitoring, and sharing of good practice.

Response to key data priorities.

Progress review exercise

Provision of additional adult support to deliver intervention

O.T Provision to assess and support sensory processing needs

External OT used to assess pupils and implement programmes and deliver staff training.

Music provision -

Delivered through Big Top music but allocated from other internal cost centre

Extra-Curricular activities

Facilitation of offsite visits

Book loan scheme

Continued, monitored and impactful

Parental engagement; workshops and events to support curriculum

Workshops delivered to families e.g Makaton Phonics curriculum overview Evidence for learning. Regular parent mornings each term – themed and resourced accordingly

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
| N/A | |

Service pupil premium funding (optional)

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|---|
| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| N/A |
| The impact of that spending on service pupil premium eligible pupils |
| N/A |

Further information (optional)

N/A