

## Pupil premium strategy statement

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	Orchard Mead Academy
Number of pupils in school	1171
Proportion (%) of pupil premium eligible pupils	39.45
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22, 2022/23 and 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mark Oldman
Pupil premium lead	Emma Goldfinch
Governor / Trustee lead	Malcolm Trobe

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£414,470
Recovery premium funding allocation this academic year	£64,235
Pupil premium funding carried forward from previous years	£73,132
<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	£552,837

# Part A: Pupil premium strategy plan

## Statement of intent

*Our strategy is focused on achieving parity and success. We identify and combat the barriers to success faced by our disadvantaged pupils, we know that these are wide and varied, we are relentless in our drive to bring about equity of opportunity. We strive for social justice and social mobility, so as our disadvantaged pupils are indistinguishable in their outcomes relative to their peers.*

The Pupil Premium Strategy of Orchard Mead Academy is underpinned by our Oath:

- Work Hard
- Be kind
- Be responsible

The ethos of Orchard Mead Academy is that ‘together we make a positive difference’ regardless of our socio-economic background, prior attainment or the challenges we face. We believe that by overcoming challenges identified on behalf of our pupils and their families who are disadvantaged, that we can provide parity, opportunity and rich experiences this is underpinned by the teaching and learning, curriculum and relationship that are the roots of Orchard Mead Academy.

Our strategy is very much centred around experts, with many facets of our school organisation meaning that teaching and learning is consistently the highest priority, as this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

As much as this strategy is written with pupils and families who are disadvantaged in mind, some approaches described will support pupils who are not disadvantaged and who have not yet been identified as such through formal structures. However, there are two key distinctions:

- Pupils who are disadvantaged will take priority for some interventions, if resources/capacity are restricted.
- Interventions which benefit all pupils, will arguably have a greater impact on pupils who are disadvantaged.

The pupil premiums strategy is a key feature of wider school plans for education recovery. Particularly with this in mind, our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not

assumptions about the impact of disadvantage. The use of interviews, assessments and regular contact with parents will ensure this is the case, so as our strategy is bespoke fluid and agile as necessary considering our own unique context.

To ensure the strategy is impactful, we will ensure evaluation is timely and ongoing and is owned by all staff. this is reflective of the collective vision that “together we make a positive difference”

## Challenges

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

Challenge number	Detail of challenge
1	Pupils eligible for the Pupil Premium at Orchard Mead Academy often have had less cultural and enriching experiences than other pupils.
2	<p>Pupils eligible for the Pupil Premium at Orchard Mead Academy on average have lower attendance and are more often persistently absent, than others.</p> <p>In 2020-21, attendance for Disadvantaged pupils was 88% compared to 94.2% for others. In 2020-21, 36.5% of Disadvantaged pupils were Persistently Absent, compared to 14.6% for others.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting on the progress of pupils who are disadvantaged.</p>
3	Our assessments (including wellbeing surveys), observations and discussion with pupils and families have identified that the pandemic and subsequent school closure periods disproportionately negatively impacted on the emotional state and mental health of pupils eligible for the Pupil Premium relative to other pupils. These challenges impact on academic progress and ultimately attainment.
4	Our data, survey response and observations suggest that pupils eligible for the Pupil Premium often have lower levels of parental engagement with school, leading to a negative effect on all aspects of school life.
5	<p>Pupils eligible for the Pupil Premium often require greater support in reading proficiency and support in reading for pleasure.</p> <p>Reading Data on yr 7 entry</p>
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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
1	Pupils eligible for the Pupil Premium have experienced a range of enrichment experiences, so as they build their cultural capital and can fully access and appreciate the curriculum, building their character throughout their time at Orchard Mead Academy.	<ul style="list-style-type: none"> <li>• The enrichment experiences which form the 'OMA passport will be fully enacted for all disadvantaged pupils.</li> <li>• There will be no significant gaps in academic outcomes between pupils eligible for the Pupil Premium and other pupils.</li> <li>• Vulnerability index data shows a decrease over time of vulnerability and an increase in self efficacy and grit scores.</li> </ul>
2	Pupils eligible for the Pupil Premium have excellent attendance to school, so as they have curriculum continuity to be able to build a successful relationships with learning and the school community, subsequently building and remembering powerful knowledge in all subjects and make excellent progress.	<ul style="list-style-type: none"> <li>• There will be no significant gaps in academic outcomes between pupils eligible for the Pupil Premium and other pupils, demonstrated by:               <ul style="list-style-type: none"> <li>○ the overall absence rate for all pupils being no more than 4%, and the attendance gap between pupils who are disadvantaged, and other pupils being reduced to at most 8.5%</li> <li>○ the percentage of all pupils who are persistently absent being below 12.5% and the figure among pupils who are disadvantaged being no more than 10% lower than other pupils.</li> </ul> </li> <li>• The attendance of pupils eligible for the Pupil Premium will be better than the national average for all pupils.</li> <li>• The proportion of pupils eligible for the Pupil Premium who are persistently absent will be lower than the national average for all pupils.</li> </ul>

3	The wellbeing and emotional recovery of pupils eligible for the Pupil Premium will be such that they thrive in school.	<ul style="list-style-type: none"> <li>• Outcomes from ImpactEd diagnostic will show that pupils eligible for the Pupil Premium have no significant difference in wellbeing outcomes to other pupils.</li> <li>• Pupil voice will show pupils eligible for the Pupil Premium enjoy coming to school and feel well supported.</li> <li>• Parents surveys will show that families eligible for the Pupil Premium feel well supported.</li> </ul>
4	Pupils and families eligible for the Pupil Premium often have equal levels of parental engagement with school as their non PP counterparts, leading to positive trends on all aspects of school life	<ul style="list-style-type: none"> <li>• Attendance at our community roots events allows targeted families to access money, health and housing advice.</li> <li>• There will be no significant gaps in parents evenings, information and celebration events between pupils eligible for the Pupil Premium and other pupils.</li> <li>• Qualitative data from pupil voice, pupil and parent surveys and teacher observations show families to be happy with their children's education and pupils to be happy in school and learning well (i.e. seen in proportions of positive responses to such surveys).</li> </ul>
5	All pupils eligible for the Pupil Premium can read well, with their reading age at least in line with the actual age. They enjoy reading for pleasure.	<ul style="list-style-type: none"> <li>• Borrowing rates from the library show pupils eligible for the Pupil Premium read for pleasure often, with no significant difference in borrowing rates compared to other pupils.</li> <li>• There will be no significant gaps in progress between pupils eligible for the Pupil Premium and other pupils, in Reading for Pleasure lessons.</li> <li>• For those identified for reading and literacy intervention, progress over a 3 year period shows that they achieve parity with their peers and enables all pupils to leave school as proficient readers..</li> </ul>

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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

Budgeted cost: £105,179

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff receive high quality Professional Learning, so as the Orchard Mead Principles of Instruction framework for excellent teaching is expertly and consistently applied.	<p>Principles of instruction and instructional coaching is well embedded within the academy, with all teachers and teaching assistants benefitting from coaching so as they keep getting better. This is supplemented by weekly Professional Learning sessions, and weekly Expert Practice sessions.</p> <p>Staff will receive expert input on 'effective relationships and 'what works well literacy and language acquisition training', as part of the above-mentioned suite of Professional Learning.</p> <p><a href="#">EEF Guidance report: Effective Professional Development</a></p>	All
Reconsideration of the assessment policy, so as department assessment procedures and teacher assessment practices are high quality and are responsive in resulting in improvement in pupil understanding.	<p>High quality summative and formative assessment will ensure that teaching is effective in accelerating pupil progress across subjects, particularly in line with gaps in learning seen in our academy and well documented nationally due to the pandemic. Finite learning time will be used efficiently.</p> <p><a href="#">EEF Guidance report: Teacher Feedback to Improve Pupil Learning</a></p>	all
Shared strategies on teaching of reading across subjects, and vocabulary teaching.	<p>Consistency in the teaching of reading will make this more familiar and hence reduce cognitive load of pupils, whilst</p>	5

	<p>also ensuring it is done in the most highly effective manner</p> <p>Professional Learning on vocabulary teaching will ensure teachers are able to effectively teach both explicit and implicit vocabulary, to the betterment of pupil progress and vocabulary development. Acquiring language and inference literacy is key for pupils as they learn new, more complex concepts in each subject.</p> <p><a href="#">EEF Guidance Report: Improving Literacy in Secondary Schools</a></p> <p><a href="#">EEF Toolkit: Oral language interventions: +6 months</a></p>	
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## Targeted academic support

Budgeted cost: £134,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one tuition, as part of the school-led National Tutoring Programme.	Due to face-to-face learning lost during the school closure periods in particular, identified disadvantaged pupils will be identified for one-to-one (and small group, up to 3) tuition in core subjects.	All

	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. We will predominantly do this on a one-to-one or small group tuition basis.</p> <p><a href="#">EEF Toolkit: One to one tuition, +5 months</a></p> <p><a href="#">EEF Toolkit: Small group tuition, +4 months</a></p>	
Intervention Specialists	<p>Due to face-to-face learning lots during the school closure periods in particular, identified disadvantaged pupils will be identified for small group tuition from our intervention specialists who have been appointed in English and Mathematics.</p> <p><a href="#">EEF Toolkit: One to one tuition, +5 months</a></p>	all
Improving literacy proficiency of pupils who are disadvantaged, with an emphasis on reading, including Reading for Pleasure lessons	<p>We are working with an Executive Principal from a TMET primary academy, to consider our reading strategy for pupils who 'below expected standard' when joining the academy from KS2.</p> <p>By investing in our new library, librarian and Reading for Pleasure lessons, we intend to further develop the academy as a 'Reading School' and the culture of reading for pleasure.</p> <p><a href="#">EEF Toolkit: Oral language interventions: +6 months</a></p>	5
Pupil Premium Champions	<p>Each cohort of pupils eligible for the pupil premium in each year group will have an appointed Pupil Premium Champion to ensure the academy's pupil premium strategy is enacted in their year group and that individual pupils eligible for the pupil premium will be mentored, championed and have bespoke interventions put in place to overcome individual challenges to academic success.</p> <p><a href="#">EEF Toolkit, Mentoring: +2 months</a></p>	ALL

## Wider strategies

Budgeted cost: £313,333

Activity	Evidence that supports this approach	Challenge number(s) addressed
A calendar of activities, to involve parents in their child's learning and hence improve parental engagement.	<p>This will include: general approaches which encourage parents to support their children with, for example, reading and homework; more intensive support for families in crisis; providing practical strategies with tips, support, and resources to assist learning at home.</p> <p><a href="#">EEF Guidance report, Working with Parents to Support Children's Learning</a></p> <p><a href="#">EEF Toolkit, Parental engagement: +4 months</a></p>	
The OMA Growth Curriculum	Allowing pupils to improve their cultural capital (by extending opportunities to introduce them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement), broaden their horizons and have experiences linked to the curriculum will allow them to be increasingly aspirational and achieve better academic outcomes.	
Attendance strategy enhanced by embedding principles of good practice set out in	Improving the attendance of pupils, via a holistic approach, will ensure that they are able to learn from the curriculum.	2

<p>DfE's 'Improving School Attendance' advice.</p> <p>Greater capacity in staffing for attendance management will be appointed.</p>	<p>Nationally, and at Orchard Mead in recent years, the negative attendance gap correlates with the negative achievement gap between pupils who are eligible for the pupil premium and other pupils.</p> <p>The below mentioned DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence: <a href="#">DfE, Improving school attendance: support for schools and local authorities</a></p>	
<p>Mentoring:</p> <ul style="list-style-type: none"> <li>• Learning and Behaviour Mentors</li> <li>• LCFC in the Community 'Inspires Coaches'</li> <li>• 'Pathways to Success' Programmes</li> <li>• 'Warriors' Programme</li> </ul>	<p>Some pupils who are eligible for the pupil premium benefit from mentoring to allow them strategies to self-regulate their own behaviours and improve their academic organisation.</p> <p><a href="#">EEF Toolkit, Mentoring: +2 months</a></p> <p><a href="#">EEF Toolkit: Behaviour interventions, +4 months</a></p>	
<p>Orchard enrichment and local club hire subsidy, as part of extended school day</p>	<p>Our extended school day allows for Orchard Growth enrichment experiences on a nightly basis. The three pillars of 'work hard, be kind, be responsible' mean that pupils develop and find talents. This develops their leadership skills and aids their character cultural capital building.</p> <p><a href="#">EEF Toolkit: Extending school time, +3 months</a></p>	
<p>Mental Health Support Team in schools; Counselling Services; Flourish Project course</p>	<p>Some pupils eligible for the pupil premium require support from a Mental Health practitioner, a qualified counsellor or to be involved in our "grove provision" to allow them to develop a healthy self-esteem and mental and improve their emotional wellbeing.</p>	

<p>Vulnerability Index and Impact Ed assessment and case study work</p>	<p>To inform intervention for individual and groups of pupils eligible for the pupil premium, Impact Ed assessments will be taken, and subsequent responses put in place as part of the Pupil Premium Strategy. Impact ed assessments aim to uncover the sometimes hidden emotional or attitudinal differences within individuals or cohorts (such as low self-efficacy, grit, resilience and anxiety) likely to hinder achievement at school.</p>	
<p>Careers</p>	<p>Throughout KS3, pupils eligible for the pupil premium will have access to careers activities extra to those for all pupils, as well as specified time with a suitably trained careers advisor.</p>	
<p>Contingency fund for acute issues</p>	<p>We have decided to set aside a small amount of funding to be able to respond quickly to needs that have not yet been identified.</p> <p>This also includes a 'Hardship Fund' for occasional, discretionary interventions for families most at need e.g for uniform, stationery, enrichment support.</p>	

**Total budgeted cost: ££552,837**