

Pupil premium strategy statement – Orchard Mead Academy

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
Number of pupils in school	1121
Proportion (%) of pupil premium eligible pupils	40.05
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)	2021/22, 2022/23, 2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	
Pupil premium lead	Tasnim Yusuf
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£420,075
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£114,264
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£129,000
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>	£ 540,730

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 people premium strategy of orchard beat 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 and opportunity of rich experiences underpinned by the teaching and learning curriculum and relationships that are the roots of orchard Mead Academy.

We recognise the importance of spending funding in areas that will help to close attainment gaps and ensure that there is equality of opportunity regardless of background. The school prioritises the funding to support all pupils in receipt of pupil premium with the aim of closing any achievement gap and to raise aspirations.

We aim to implement strategy that tackles common challenges and addressed his individual needs. Acknowledging the limitations of pupil premium as a measure of disadvantage, our focus remains on school wide initiatives benefiting everyone, alongside highly personalised and targeted interventions.

All members of staff and key stakeholders accept responsibility for those pupils recognised as disadvantaged and are committed to meeting their pastoral social and academic needs by:

Valuing every child and ensuring development to his or her full potential irrespective of disadvantage

Improving the quality of teaching and provision for all children to ensure best possible outcomes.

Providing targeted support and provision that closes gaps between groups of learners through in class support, small group and one to one interventions.
 Developing a whole school reading ethos as a foundation to improving attainment in all subjects in all year groups.
 Improving disadvantage pupils families engagement with school and learning, including improving attendance.

To ensure the strategy is impactful we will continue to constantly review and re refine the current strategy is under will ensure evaluation is timely and ongoing so that the disadvantage students can maximise achievement. 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	Reading and vocabulary to support with accessing the various curriculum areas. Recent reading age data shows that there is a 8 month reading age gap between PP and Non PP students. Disadvantage pupils generally start their secondary education with a vocabulary deficit ad below average baseline attainment. This in turn impacts their to comprehend and read fluently.
2	Numeracy to support with transition from primary to secondary and access KS3 Maths curriculum. Assessments on entry and KS2 prior data indicate that 9% of our disadvantaged students arrive below age related expectations in both Literacy and Numeracy, compared to 6% of their Non-PP peers.
3	Social and cultural awareness to help students engage with the wider world. Disadvantage is far more than pupil premium and these students are not a homogenous group. Students face a multitude of complex needs: SEMH, mobility, socio-economic disadvantage, low levels of parental support, lack of exposure to study skills and lack of social activities
4	Self-regulation to support students in making the right choices when reacting to situations. Pupils with multiple vulnerabilities have additional barriers to learning and require support to build their resilience/ readiness for learning.
5	Attendance: PP historically have lower attendance compared to their peers. This will have an impact on academic progress and attainment.
6	Home Life: Having a school environment that is safe and well structured to support PP students. Pupils and families with disadvantage can often lack the opportunity to engage with learning and can often face more challenging home

lives where families may need support with pastoral and social needs of their children.

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. Students who are not meeting age related expectations and need to catch up with literacy and numeracy are supported in KS3 so that they can access the curriculum as a whole and make improved progress.	Data analysis will show any gaps reducing between PP and Non PP students. Where there are gaps, evidence of increased progress will be noted for PP students to ensure acceleration.
2. Targeted students perform well in their identified areas for improvement of reading fluency, decoding and comprehension and make accelerated progress so that they can gain knowledge and skills to bring their attainment in line with their peers.	Assessment data and termly tracking data demonstrate that students make progress in their identified areas of improvement. Resources and assessment purchased with PP funds show an impact of improved reading and vocabulary upon comparing ability at the start to the end of the year.
3. Attendance is high across all student groups and students with persistent absence are supported to improve their attendance.	Attendance figures improve and data reports will show that pupils in receipt of PP have attendance in line with national averages and school targets. Both attendance and persistent absence rates for PP students are consistent and in line with PP students.
4. The mental health and well being of our students is well supported	Termly tracking data and shows that interventions have an impact on improving the attitude to learning and diminish the gaps in learning for targeted students. Students have access to in school support fir emotional and mental health concerns, ensuring there are no learning barriers to their progress or attainment. Pupil voice shows pupils happy, mentally healthy and enjoy school.
5. Individual barriers to learning are removed and PP and vulnerable students are supported in their personal and academic growth	Organisation and study skills improve, demonstrated by a decrease in homework consequences. Opportunities and aspirations are improved by increased participation in enrichment activities and university visits.

	<p>Reduced costs for trips and experiences, or other paid activities are significantly reduced to ensure all pupils are able to participate.</p> <p>All PP students in year 11 offered a Chromebook to support with completing revision and home learning.</p>

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: £ 216,619

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the proficiency of pupils who are disadvantaged, with an emphasis on reading, including development in all curriculum areas. Further develop the academy tutor time as a 'Reading School' and the culture of directed reading.</p> <p>Professional Learning sessions to focus on sharing strategies on teaching of literacy across subjects, and vocabulary teaching.</p> <p>Professional learning on</p>	<p>Additional tutor time will allow for more time in the delivery of basic literacy as well as a range of fiction and non-fiction texts ensure students are given the opportunity to receive the support needed to meet age related expectations and are encouraged to become independent readers.</p> <p>'Now the whole school is reading': supporting struggling readers in secondary school - GOV.UK (www.gov.uk)</p> <p>EEF KS3 KS4 LITERACY GUIDANCE.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1 and 2</p>

<p>vocabulary teaching will ensure teachers are able to effectively teach both explicit and implicit vocabulary, to support pupil's progress and vocabulary development.</p>		
<p>Staff receive high quality Professional learning, so as the Orchard Mead Principles of Instruction framework for excellent teaching is expertly and consistently applied Principles of Instruction and Instructional coaching are embedded within the academy, with all teachers benefitting from coaching to continue improving.</p>	<p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>The best strategy for reducing the gap is quality- first teaching through direct instruction.</p>	<p>4 &5</p>
<p>All staff across the school receive training on how to interact with data at a classroom level through PL to inform planning and progress</p>	<p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	

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

Budgeted cost: £ 65,999

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

<p>Assessment and introduction to Literacy intervention programmes. Recruitment and training of key staff to deliver this targeted support.</p> <p>HLTA and teacher of Literacy to enable 1:1 and small group targeted interventions to take place to improve literacy proficiency of pupils who are disadvantaged, with an emphasis on reading, including Reading for Pleasure lessons</p> <p>Rapidly close the provision gap to enable all pupils to read at or above their chronological reading age.</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2 & 5</p>
<p>Provide enrichment opportunities to supplement the curriculum: trips, visits, talks, subscriptions, etc</p> <p>To ensure all students have a wide variety of rich experiences</p>	<p>Equality of opportunity through providing access for families with challenging financial constraints</p>	<p>4&5</p>

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

Budgeted cost: £ 227,316

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To fund the family support worker post to support work with the most vulnerable students to create sustained improved parental relationships and engagement.</p> <p>Ensure all pupils are supported with emotional and mental health wellbeing via the work of the safeguarding team and trained TAs</p> <p>Pupils with mental health concerns are identified early and support offered in school where students don't otherwise meet thresholds for external support</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>4 and 5</p>
<p>Provide support in tracking attendance and persistent absence through the Family support worker and attendance officer</p> <p>Attendance strategy enhanced by embedding principles of good practice set out in DfE's 'Improving school attendance' advice</p> <p>Meeting with parents to provide support and advice around attendance and ensuring PP students achieve rates in line with national averages</p>	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	<p>3, 4 and 5</p>

<p>and with non PP students</p> <p>Vulnerability Index and Impact Ed assessment and case study work</p>		
<p>Increasing the capacity of pastoral leadership to deliver a welfare, behaviour and reward strategy.</p> <p>Mentoring and sports intervention to provide support for most vulnerable students.</p> <p>LCFC in the Community</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3,4 and 5
<p>Contingency fund for acute issues</p> <p>Fund for families</p> <ul style="list-style-type: none"> - Breakfast club - Subsidised trips and experiences - Uniform vouchers - Stationary - Bus passes - After school 'Cozy club' 	<p>This also includes a 'Hardship Fund' for occasional, discretionary interventions for families most in need.</p>	All

Total budgeted cost: £ 509,934