

# Pupil premium strategy statement – Orchard Mead Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our pupils who are disadvantaged.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for pupils who are disadvantaged last academic year.

## School overview

Detail	Data
Number of pupils in school	1017
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended – you must still publish an updated statement each academic year)</b>	2025-26 to 2027-28
Date this statement was published	October 2025
Date on which it will be reviewed	October 2028
Statement authorised by	Tom Hague
Pupil premium lead	Tasnim Yusuf
Governor / Trustee lead	Cathy Brown

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£442,170
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£442,170</b>
<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>	

# Part A: Pupil premium strategy plan

## Statement of intent

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. Orchard Mead's long-term aim is to develop aspirational lifelong learners, who will thrive in their chosen career path. The pupil premium strategy of Orchard Mead Academy is underpinned by our oath:

- Work Hard
- Be Kind
- Be Responsible

All members of the Orchard family will embrace our core values and demonstrate a strong moral purpose and a desire to make a positive contribution to society.

We believe in maximising the use of the Pupil Premium funding by developing a long-term strategy that is integral to our whole school improvement plan. Our wider improvement goals: improving literacy, raising engagement, improving attendance and enhancing pastoral care all directly support our pupil premium aims.

Overcoming barriers to learning is at the heart of our use of pupil premium. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil, and instead we identify the barriers to be addressed and the interventions required whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. This enables us to implement a blend of short-, medium- and long-term interventions to improve the quality of provision for all students who are disadvantaged or vulnerable.

By investing in whole school professional learning in quality first teaching and raising expectations in every classroom, we are creating the conditions where all young people are supported, stretched and ready to thrive. Our pupil premium strategy reflects our belief that every child can succeed, and we are dedicated to creating a culture of aspiration and achievement. We will set ambitious targets for our students who are disadvantaged and provide the necessary support to help them meet and exceed their expectations.

All members of staff and key stakeholders are committed to unlocking our students' potential by:

- Providing targeted support and provision that closes gaps between groups of learners, including SEND through in class support, small group and one to one intervention.

- Developing a whole school reading ethos as a foundation to improving attainment in all subjects in all year groups.
- Improving our disadvantaged students' family's engagement with school and learning, including improving attendance and building the emotional resilience of our students who are disadvantaged to overcome hardships and achieve success.

To ensure the strategy is impactful we evaluate impact in an iterative manner, in line with our School Improvement Plan. These activities will be an opportunity to see how the strategy is being implemented and serve as a reminder of the aims and goals of the strategy, which is reflective of the collective responsibility and vision that together we make a positive difference.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance:</b> In the academic year 2024-2025, a disparity in attendance was observed between pupil premium and non-pupil premium students. Average attendance overall was 88.5% and FSM6 students recorded an average attendance of 83.6%, while Non FSM6 students achieved a higher average attendance of 92%. This highlights the need for targeted interventions to support pupil premium students in improving their attendance rates.
2	<b>Reading and Literacy:</b> The proportion of students below Reading Age ranges from 62% in year 7, 58% in year 8 and 36% in year 9. This inhibits the students' ability to access our curriculum.  Wider challenges with reading and literacy include: <ul style="list-style-type: none"><li>• To improve the ongoing challenge in encouraging older students to read regularly and at a level that matches or stretches their reading age.</li><li>• Low exposure to challenging texts: a significant number of students are not readily reading books that are in line with, or above, their chronological reading age.</li><li>• Access barriers: some students do not own any books at home, relying solely on school resources. Without easy access to a variety of texts, opportunities for independent reading and the development of a reading habit are reduced.</li><li>• Engagement gap: as students grow older, social pressures, increased use of digital entertainment and exam-focused workloads can make reading for pleasure seem less relevant or rewarding.</li></ul>
3	<b>Providing targeted support for most vulnerable students:</b> In recent years we have observed a significant increase in the support required for socio-economic factors, e.g. housing and broader financial assistance due to the rising cost of living. Additionally, there has been a notable rise in students exhibiting emotion-based school avoidance. This trend underscores an urgent need to provide enhanced support for students facing challenges related to anxiety, trauma, bereavement, academic resilience, relationships, behaviour for learning, low levels of parental support, lack of exposure to study skills and social activities.
4	<b>Achievement:</b> The need to provide consistent and specialised planning and teaching to narrow the achievement gap between students who are disadvantaged and their non-DA peers.

	<p>Based on 2024 results, the gap between those achieving 5+ in English and Maths was 18%.</p> <ul style="list-style-type: none"> <li>The gap between students who are disadvantaged and their non-DA peers achieving 4+ in English and Maths was also 18%.</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
1. To achieve and sustain improved attendance across all student groups, particularly our students who are disadvantaged and students with persistent absence.	<p>Improved gaps in absence between students eligible for PP and other students, in all year groups relative to the previous academic year.</p> <p>There will be improved gaps in persistent absence between students eligible for PP and other students, in all year groups relative to the previous academic year.</p> <p>Attendance data will show that pupils eligible for PP have attendance in line with national averages.</p>
2. Improved literacy and reading ages	<p>Literacy will not be a barrier to examination success.</p> <p>Reading ages to be in line with chronological age.</p> <p>Borrowing rates from the library show students who are disadvantaged read in line with their peers.</p> <p>Following interventions, identified students have improved their reading age (reviewed annually)</p> <p>Students are exposed to texts in line or above their reading age in reading lessons.</p> <p>Students to develop a regular habit of reading.</p>
3. The mental health and well-being of our students is well supported.	<p>Student voice will indicate students eligible for PP feel a sense of belonging, enjoy coming to school and feel well supported and safe.</p> <p>QA activities on uniform, equipment etc. will show that all PP students are continually supported so they are fully equipped for learning.</p> <p>Opportunities are improved by increased participation in enrichment activities and university visits.</p> <p>Reduced costs for trips and experiences, or other paid activities are significantly reduced to ensure all pupils can participate.</p> <p>Students have access to in school support for emotional and mental health concerns, removing barriers to learning and achievement.</p>
4. Improved attainment for KS4 students in identified subjects, especially English and Maths to close the gaps.	<p>The academic performance gap improves in English and Maths at KS4 relative to the previous academic year.</p> <p>There will be no significant difference in average number of homework concerns across subjects between students eligible for PP and other students and no significant</p>

	<p>difference in average Orchard Standards between the two groups.</p> <p>Improvements are not limited to attainment outcomes but also reflect equitable learning habits and readiness to learn.</p> <p>Attainment grades for identified students eligible for PP show measurable improvement in attainment grades that can be evidenced and reported by combining:</p> <ul style="list-style-type: none"> <li>• precise identification</li> <li>• targeted interventions</li> <li>• structured mentoring</li> <li>• explicit revision teaching</li> <li>• consistent data tracking.</li> </ul>
<p>5. Improved engagement, raised aspirations, and well-informed progression routes, ensuring that no student is disadvantaged in planning their future beyond school.</p>	<p>All year 11 PP students will have received individual careers guidance, participated in career-focused activities and experiences, and developed a clear understanding of the range of post-16 and post-18 options available to them. Pupils in all year groups receive age-appropriate careers education that prepares them for future education, employment or training.</p>

## 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: £125,317

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy: Reading strategy. Improve the proficiency of pupils who are disadvantaged, with an emphasis on reading, including development in all curriculum areas. Further develop the academy reading lessons as a 'Reading School' and the culture of directed reading.	<p>The restructure of the daily timetable and the additional reading lesson allows for more time in the delivery of basic literacy as well as a range of fiction and non-fiction texts at KS3 to 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><a href="#">'Now the whole school is reading': supporting struggling readers in secondary school - GOV.UK (www.gov.uk)</a></p> <p>Training staff in every subject to teach pupils how to read, write and communicate effectively is the most effective way of improving children's literacy.</p> <p><a href="#">EEF literacy guidance report</a></p>	2
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 ensure	<p><a href="#">Feedback   EEF</a> +6 months</p> <p><a href="#">High-quality teaching   EEF</a></p> <p><a href="#">Effective Professional Development   EEF</a></p> <p><a href="#">Mastery learning   EEF</a> +5 months</p>	1 & 4

quality first teaching for every class.		
All staff across the school receive training on how to interact with data and pupil progress to facilitate teaching, assessment and tracking at a classroom level through PL to inform planning and progress.	<a href="#">Mentoring   EEF</a> +2months	1 & 4
Recruit lead practitioners for English and Maths to coordinate the targeted Maths/ English intervention during the KS4 timetabled reading lessons.	<p>To best support pupils in preparation for KS4 examinations the appointment of experienced teaching as Lead Practitioners will have the primary purpose of modelling and leading improvement of teaching in English and Maths.</p> <p>LPs provide: small-group instruction, guided feedback, revision programmes, and exam readiness strategies.</p> <p><a href="#">Small group tuition   EEF</a> +4months</p>	1 & 4

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

Budgeted cost: £48,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assessment and introduction to Literacy intervention programmes.</p> <p>Recruitment and training of key staff to deliver this targeted support.</p> <p>Literacy HLTA and learning support team deployed to deliver small group targeted interventions to improve literacy proficiency of pupils</p>	<p><a href="#">Phonics   EEF</a> +5 months</p> <p><a href="#">Reading comprehension strategies   EEF</a> +7 months</p> <p><a href="#">Teaching Assistant Interventions   EEF</a> +4 months</p> <p><a href="#">Small group tuition   EEF</a> + 4 months</p>	2

who are disadvantaged, with an emphasis on reading, including reading lessons.		
To subsidise or provide curriculum support and other useful learning aids for students who are eligible for the pupil premium, so that they are not disadvantaged by the lack of these items.	Equality of opportunity through providing access for families with challenging financial constraints. <a href="#">Pupil premium - GOV.UK</a>	3
Online homework platform will remove barriers to learning, strengthen home-school engagement, and raise achievement in literacy and maths among disadvantaged students.	<a href="#">The Impact of Sparx Reader – June 2025</a> <a href="#">Homework   EEF</a> + 5months	2, 3 & 4
Targeted support as part of KS4 mentoring programme to help identify and overcome barriers to success.	<a href="#">Mentoring   EEF</a> +2 months	3

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

Budgeted cost: £276,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
To fund the school councillor post to support work with the most vulnerable students and create sustained, improved parental relationships and engagement.  Ensure all pupils are supported with emotional and mental health wellbeing via	<a href="#">Social and emotional learning   EEF</a> + 3 months	3

<p>the work of the safeguarding team and trained Teaching Assistants.</p> <p>Pupils with mental health concerns are identified early and support is offered in school where students don't otherwise meet thresholds for external support.</p>		
<p>Provide support in tracking and tackling attendance and persistent absence through the attendance team.</p> <p>Attendance strategy enhanced by embedding principles of good practice set out in DfE's 'Improving school attendance' guidance.</p> <p>Meeting with parents to provide support and advice around attendance and ensuring PP students achieve rates in line with national averages and non-PP students.</p>	<p><a href="#">Parental engagement   EEF</a> +4 months</p> <p><a href="#">Improving school attendance: support for schools and local authorities - GOV.UK</a></p>	1 & 3
<p>Increasing the capacity of pastoral leadership to deliver a welfare, behaviour and reward strategy for good attendance and achievement</p> <p>Mentoring and sports intervention to provide support for most vulnerable students.</p>	<p><a href="#">Social and emotional learning   EEF</a> +3months</p> <p>There is a national <a href="#">link between attendance and attainment - GOV.UK</a> evident in results each year.</p> <p><a href="#">Mentoring   EEF</a> +2 months</p> <p><a href="#">Behaviour interventions   EEF</a> +3 months</p>	3
<p>Contingency fund for acute issues.</p> <p>Fund for families:</p>	<p>This also includes a 'Hardship Fund' for occasional, discretionary interventions for families most in need.</p>	All

<ul style="list-style-type: none"> <li>• Breakfast club</li> <li>• Subsidised trips and experiences</li> <li>• Uniform vouchers</li> <li>• Stationery</li> <li>• Bus passes</li> </ul>	<p>Evidence demonstrates that a breakfast club can improve performance in school in a variety of ways, including attendance and social relationships.</p> <p>All educational visits subsidised in line with government guidance: <a href="#">Charging for school activities</a></p>	
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