

## 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	Orchards C of E Academy
Number of pupils in school	385
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 2022 2023
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Cullen Head teacher
Pupil premium lead	Imogen Newell Assistant Head teacher
Governor / Trustee lead	Betty Hasler Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£217,890
Recovery premium funding allocation this academic year	£23,635
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£241,525

## Part A: Pupil premium strategy plan

### **Statement of Intent**

When making decisions about the allocation of Pupil Premium funding it is important to consider the context and demographic nature of the school as well as considering well researched strategies conducted by the EEF.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils during detailed, thorough and timely Pupil Progress meetings, so that they are fully aware of strengths and weaknesses across the school and at class level.

Principles:

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### **Demography and School Context**

Orchards C of E Academy is a Diocese of Ely Multi academy Trust school located in Wisbech, Cambridgeshire.

Six year groups are a 2 form entry, whilst Year 5 is a 3 form entry year. In year admissions continue to be fluid year on year with many students with either SEND or EAL moving into the catchment area.

	Male (% of cohort)	Female (%of cohort)
Pupil Premium (178 students)	43.2%	56.7%
EHCP (18 students)	77.7%	22%
EAL (217 students)	46.5%	46.5%

The Fenland area was assigned an IMB (IDACI) score in 2019 of 0.21. This score was the 5<sup>th</sup> highest in the East of England area.

When using the Government Benchmarking tool to benchmark against other schools that have a similar cohort and demographic, the schools are mainly in urban settings rather than rural settings such as Orchards.

Orchards also receives a high number of in year admissions, many of whom come with additional needs. Please see data below for these figures for the last three academic years.

### **19/20**

<b>Year Group</b>	<b>Number of Pupils</b>	<b>Number of EAL</b>	<b>Number of SEND</b>	<b>Number of PP</b>
<b>Reception</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>3</b>
<b>Year 1</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>4</b>
<b>Year 2</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>Year 3</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>4</b>
<b>Year 4</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Year 5</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>1</b>
<b>Year 6</b>	<b>10</b>	<b>5</b>	<b>1</b>	<b>5</b>

### **20/21**

<b>Year Group</b>	<b>Number of Pupils</b>	<b>Number of EAL</b>	<b>Number of SEND</b>	<b>Number of PP</b>
<b>Reception</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>2</b>
<b>Year 1</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>3</b>
<b>Year 2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Year 3</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>2</b>
<b>Year 4</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>2</b>
<b>Year 5</b>	<b>8</b>	<b>2</b>	<b>2</b>	<b>6</b>
<b>Year 6</b>	<b>6</b>	<b>4</b>	<b>1</b>	<b>4</b>

**21/22**

<b>Year Group</b>	<b>Number of Pupils</b>	<b>Number of EAL</b>	<b>Number of SEND</b>	<b>Number of PP</b>
<b>Reception</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>Year 1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>Year 2</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>
<b>Year 3</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>Year 4</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>3</b>
<b>Year 5</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>Year 6</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Regression in learning due to Covid and challenges of supporting at home. A significant number of parents with Pupil Premium children, do not have the skills or the desire to adequately support their child's education.
2	Low level attainment on entry – Nursery/Reception. Children enter Early Years working significantly below ARE and a significant number of students enter nursery and reception with little to no English language.
3	Poor speaking and listening/literacy skills. A lack of reading opportunities outside of the school.
4	Children at Orchards lack cultural capital.

5	Parents not insisting that their children attend school for 100% of the time alongside poor punctuality.
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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
Teachers to ensure that all disadvantaged pupils achieve expected progress and 25% achieve accelerated progress.	Data for Pupil Premium pupils through school level assessment, demonstrates accelerated progress and improves outcomes.
The school delivers a broad and balanced curriculum within and beyond the classroom and develops cultural capital. (Challenge 4)	Curriculum is developed to create a knowledge rich curriculum where knowledge is valued, carefully sequenced and taught to be remembered. Pupil voice evidences increased enjoyment in pupil learning.
Increase in parental engagement	% of parents attending parental consultations increase based on numbers from last year.
Increase in reading at home (Challenge 3)	Standards in reading improve Reading logs signed more regularly
Increase in attendance and punctuality (Challenge 5)	PP attendance to be broadly in line with national attendance figures.

## 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: £ 66,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA training – TA's to attend all 5 training days £11,178</p>	<p>Given that SEN pupils and low-attaining pupils are more likely to claim Free School Meals (FSM). TAs also work more closely with pupils from low-income backgrounds. Indeed, expenditure on TAs is one of the most common uses of the Pupil Premium in primary schools, a government initiative that assigns funding to schools in proportion to the number of pupils on FSM.</p> <p>Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p> <p>(EEF)</p>	<p>1,2,3 TA's able to support teachers fully due to understanding the needs of the school addressed on training days.</p>
<p>Recruitment of 3<sup>rd</sup> Year 5 teacher due to class sizes £44,000</p>	<p>Reducing class size has a small positive impacts of +2 month, on average. The majority of studies examine reductions of 10 pupils.</p> <p>At Orchards we have reduced from 2 classes of 34 and 35 students, to 3 classes of 23, 23, and 22 students.</p> <p>When a change in teaching approach does accompany a class size reduction benefits on attainment can be identified, in addition to improvements on behaviour and attitudes.</p> <p>Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.</p> <p>The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive</p>	<p>1</p>
<p>Sounds write Phonics training for teachers and TA's  Training for 28 staff @ £300 each = £8,400</p>	<p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or</p>	<p>1,2 and 4</p>

Supply for teaching staff where necessary = £3147	alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 22,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Primary Advantage Maths Programme (PAMP)</i> £2000</p>	<p>EEF 2017 published reported seven other recommendations for good maths teaching for seven – 14 year olds are:</p> <ul style="list-style-type: none"> <li>• Use physical objects and diagrams to help pupils engage with and understand maths concepts.</li> <li>• Help pupils become better problem solvers, so that if they don't know how to work something out they can draw on different strategies to help them make sense of it.</li> <li>• Encourage pupils to take responsibility for their own learning by developing their 'metacognitive' skills – their ability to plan, monitor and evaluate their thinking and learning.</li> <li>• Use assessment of children's maths to focus on the maths they find difficult.</li> </ul> <p>Orchards is embedding more of a Concrete/Pictorial/Abstract approach.</p> <p>Sir Kevan Collins, Chief Executive of the Education Endowment Foundation, said:</p> <p>"Getting to grips with basic maths is not just crucial for academic success and future job prospects. The skills we learnt at school help us with everyday life too.</p>	1

	Yet a disadvantaged pupil is still much more likely to leave education without them.”	
<i>Sounds write decodable books</i> £9580	“Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives” EEF	2,4
<i>Reading Canon Nursery – Year 6</i> £4500	<p>Reading comprehension strategies focus on the learners’ understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>Strategies are often taught to a class and then practiced in pairs or small groups</p> <p>Key Findings:</p> <ol style="list-style-type: none"> <li>1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</li> <li>2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</li> <li>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</li> <li>4. A wide range of strategies and approaches can be successful, but for</li> </ol>	1,2,4



	<p>many pupils they need to be taught explicitly and consistently.</p> <p>5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</p> <p>Although the main focus is on reading, comprehension strategies have been successfully used in a number of curriculum subjects where it is important to be able to read and understand text.</p> <p>Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.</p>	
<p><i>Author workshops and book publishing</i> £6000</p>	<p>Based on the EEF report from September 2021 on teachers working directly with professional writers, learning techniques they can apply in the classroom.</p> <p>There is some indication that the intervention may be beneficial for increasing the creativity of children from disadvantaged backgrounds. Free school meals (FSM)-eligible pupils made progress in ideation (creativity).</p>	1,2,3,4

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

Budgeted cost: £ 152,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pira/Puma assessments</i> £2000</p>	<p>EEF 2017 published reported seven other recommendations for good maths teaching for seven – 14 year olds are:</p> <ul style="list-style-type: none"> <li>• Use physical objects and diagrams to help pupils engage with and understand maths concepts.</li> <li>• Help pupils become better problem solvers, so that if they don't know how to work something out they can draw on different strategies to help them make sense of it.</li> </ul>	1,2,4

	<ul style="list-style-type: none"> <li>• Encourage pupils to take responsibility for their own learning by developing their ‘metacognitive’ skills – their ability to plan, monitor and evaluate their thinking and learning.</li> <li>• Use assessment of children’s maths to focus on the maths they find difficult.</li> </ul> <p>Orchards is embedding more of a Concrete/Pictorial/Abstract approach.</p> <p>Sir Kevan Collins, Chief Executive of the Education Endowment Foundation, said:</p> <p>“Getting to grips with basic maths is not just crucial for academic success and future job prospects. The skills we learnt at school help us with everyday life too. Yet a disadvantaged pupil is still much more likely to leave education without them.”</p>	
<i>Thrive Staff £26,000</i>	<p>Pupil behaviour has multiple influences, some of which teachers can manage directly.</p> <p>Understanding a pupil’s context will inform effective responses to misbehaviour.</p> <p>Teaching learning behaviours will reduce the need to manage misbehaviour.</p> <p>Breakfast clubs, greeting children at the door and working with parents can all support good behaviour.</p> <p>Universal behaviour systems are unlikely to meet the needs of all your students.</p> <p>For pupils with more challenging behaviour, the approach should be tailored to individual needs.</p>	3,5
<i>Family support worker salary £35,000</i>		
<i>Well-being support Salary £26,000</i>		
<i>Thrive Whole school subscription £1720</i>		
<i>Thrive Breakfast X2 staff + resources £6000</i>		

	EEF guidance	
<i>Nursery indoor/outdoor area £10,000</i>	<p>On average, studies of play that include a quantitative component suggest that play-based learning approaches improve learning outcomes by approximately five additional months. Positive outcomes have been identified for a range of early learning outcomes including vocabulary, reasoning and early numeracy.</p> <p>EEF guidance</p>	2
<i>Outdoor library £15,000</i>	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).</p> <ul style="list-style-type: none"> <li>• Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</li> <li>• Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).</li> <li>• There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).</li> <li>• Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).</li> <li>• International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988). International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988).</li> <li>• Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).</li> </ul>	1,3,4
<i>Classroom Libraries £3,000</i>		

	<ul style="list-style-type: none"> <li>• Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).</li> </ul> <p>Research evidence on reading for pleasure - Education standards research team May 2012</p>	
<i>Attendance officer</i> £25,000	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <p>The higher the overall absence rate across Key Stage KS 2, the lower the likely level of attainment at the end of KS2.</p>	5
<i>Free logoed uniform for vulnerable families</i> £1000	<p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> <p>Staff commitment to upholding and consistently maintaining a uniform policy is crucial to successful implementation.</p> <p>If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.</p>	1,5
<i>Rock steady</i> £2000	<p>The EEF state during a research paper from July 2021 in arts participation that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p>	4

**Total budgeted cost: £ 241,525**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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

### 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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA