

## Pupil premium strategy statement

*At Orchard, we believe each child has the right to be championed and deserves to have the best start to education. We pride ourselves on building strong relationships with children and their families in order to learn about their aspirations, preferences and circumstances. We believe that “No significant learning occurs without a significant relationship.” James P Comer, 2001.*

*We recognise that students should be supported at the point of need and we take care to monitor the attainment and progress of all pupils whilst also having an oversight of their wider needs and emotional well-being. We aim to ensure that disadvantaged children have access to a wide and full curriculum and are given the opportunity to succeed in line with their peers. We want to provide life experiences, skills and knowledge that will enable and benefit our children in receipt of Pupil Premium as they move through their education and further into adult life.*

*We are also aware our families in our community may now access Pupil Premium where they did not before due to the impact of the pandemic and the ongoing cost of living crisis. The continued challenges faced by our pupils in receipt of pupil premium may include attendance, mental health and wellbeing issues. These challenges have been identified by using a range of information including research information from the DfE and Education Endowment Fund, in school data, professional conversations with teachers/SENCO and liaising with children and families.*

*We are passionate in our determination to ensure that the provision in our school enables all children to overcome any barriers and reach their full potential. Our priorities for our disadvantaged pupils align with our school improvement plan that is written to combat our whole school targets to improve the quality of teaching and learning across the school and increase the rates of progress in English, mathematics and a range of other subjects. Currently there are an increased number of pupils struggling with their mental health and self-regulation.*

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 Primary and Nursery School
Number of pupils in school	313 Plus 27 place Nursery
Proportion (%) of pupil premium eligible pupils	18.5% (58 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 to 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Ms A Prodger (Headteacher) and the Governing body
Pupil premium lead	Mrs Alison Tilstone
Governor / Trustee lead	Mrs Alison Hall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86, 130
Recovery premium funding allocation this academic year	£0
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	£86, 130

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The strategies we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality-first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap whilst also benefiting the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils succeed.

To ensure they are effective we will:

- act early to intervene at the point need is identified
- ensure disadvantaged pupils are challenged in the work that they're set
- Close the gap in attainment between pupil premium children and our non-disadvantaged children,
- Ensure that pupil premium children with SEND make good or better progress from their individual starting points
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Support our families so that our most disadvantaged children build the same cultural capital as their non-disadvantaged peers.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Emotional wellbeing</b></p> <ul style="list-style-type: none"> <li>➤ Implement effective strategies to enhance the emotional well-being of disadvantaged pupils who struggle to self-regulate (SIP Priority 1)</li> <li>➤ Ensure that disadvantaged pupils are ready to learn by having their basic needs met</li> </ul>
2	<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>➤ Monitor and intervene children with lower attendance and punctuality rates and work with parents to support children in their learning (SIP Priority 1)</li> </ul>
3	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>➤ Identify the children with speech and language skills at a lower point on entry into school and provide intervention (SIP Priority 1, 2, 3)</li> </ul>
4	<p><b>Writing/Vocabulary</b></p> <ul style="list-style-type: none"> <li>➤ Develop and improve disadvantaged pupils writing through vocabulary, spelling and grammar skills – by exposure to a wide range of high-quality texts and a broader range of vocabulary – in particular in standard English. (SIP Priority 1, 3)</li> </ul>
5	<p><b>Wider Curriculum</b></p> <ul style="list-style-type: none"> <li>➤ All children leave primary school with a broad knowledge of the world enriched through varied experiences (SIP Priority 2, 4)</li> </ul>
6	<p><b>Aspirations</b></p> <ul style="list-style-type: none"> <li>➤ Improve aspirations and maximise potential of the children so they believe they can achieve the best. (SIP Priority 1, 2, 3, 4)</li> </ul>

## 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
Pupils who feel secure and fully supported, both academically and emotionally.	<ul style="list-style-type: none"> <li>• Emotional support will be provided as required – ELSA or nurture groups</li> <li>• Mental Health team involved with specific children or families</li> <li>• Workshops for families e.g. sleep techniques</li> </ul>

	<ul style="list-style-type: none"> <li>• Invitation only Munch Bunch to provide breakfast and emotional support for a calm start to the school day</li> </ul>
The gap between the attendance and punctuality of PP and Non-PP children to close	<ul style="list-style-type: none"> <li>• Identify specific pupils.</li> <li>• The gap between PP and non-PP children has reduced – currently 91% compared to 95%</li> <li>• School will work successfully to improve the attendance of a small group of disadvantaged children through the development of an attendance graduated approach</li> <li>• School will work with external agencies (where necessary) to provide more intensive support</li> <li>• Offer an invitation only breakfast club 'Munch Bunch' to support disadvantaged pupils' children with attendance</li> </ul>
For pupils to have age-appropriate speech and language by the end of Key Stage 1.	<ul style="list-style-type: none"> <li>• Additional speech and language provision with the Foundation Stage</li> <li>• Explore Universal Speaking toolkit in Foundation Stage</li> <li>• Provide CPD training from Notts County Council – Let's Interact</li> <li>• Additional speech and language interventions delivered</li> <li>• Higher percentage of Disadvantaged Pupils passing the Year 1 Phonics test</li> <li>• Training workshops/ information events for parents</li> <li>• Targeted pupils in KS1 and KS2 make progress through the school's communication and language assessments</li> </ul>
Disadvantaged pupils' children have an increased vocabulary with improved reading and apply in writing.	<ul style="list-style-type: none"> <li>• End of year data shows significant progress of disadvantaged pupils' in reading and writing</li> <li>• Teacher led interventions focus on pupils' specific areas of need (pre and post teaching)</li> <li>• CPD on Talk for Writing for all staff</li> <li>• Quality first Teaching and Learning</li> <li>• Adaptive Teaching CPD for all staff</li> </ul>
To improve disadvantaged pupils' experience and knowledge of their own community and the wider world.	<ul style="list-style-type: none"> <li>• Teaching will be consistently high quality in all areas of the curriculum</li> <li>• Long term curriculum plans show planned opportunities for authentic experiences within the local community and wider world.</li> </ul>

	<ul style="list-style-type: none"> <li>• Assessment of the Orchard wider curriculum shows significant progress of Disadvantaged pupils' across the curriculum.</li> <li>• Teachers will effectively use a range of retrieval techniques to build children's schema over time – Teaching and Learning Protocols CPD</li> <li>• Leaders will have supported staff in developing their pedagogy through coaching and high quality CPD</li> </ul>
<p>Increased resilience for learners, taking on challenges in a positive way.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils demonstrate a resilient mindset – evidenced through work in class, pupil dialogue and progress and attainment.</li> <li>• Pupil Premium specific learning walks identify pupils demonstrating positive learning behaviours.</li> <li>• Pupils demonstrating independent learning.</li> <li>• Careers days in school led by the local community.</li> <li>• Children can talk about their plans for the future and know how important a good education is to achieve their goals.</li> </ul>

## 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: £ 58, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to fund a Speech and Language Teaching Assistant (SALT) in school.</p> <ul style="list-style-type: none"> <li>• Provide resources for the above</li> <li>• Continued professional development for all Foundation Stage staff – NCC CPD Let's Interact</li> </ul>	<p>To enable pupils to improve their speech and language skills in the Foundation Stage and in other areas of school.</p> <p>To work with parents supporting their children's development.</p> <p>Pupils in FS make accelerated progress in Communication &amp; Language High staffing levels address low attainment on entry through structured play, a focus on physical development and support for Communication &amp; Language skills</p> <p>Pupils working on individual speech and language programs make good progress through their objectives.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	3, 4
<p>To ensure that the teaching of phonics and reading is high quality</p> <ul style="list-style-type: none"> <li>• Provide on-going refresher training and training for new members of staff</li> <li>• Develop and demonstrate higher level reading skills</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Little Wandle whole school training – CPD</p> <p>Little Wandle Reading training related to new fluency books and moving the phonics teaching on through Year 2/3 and 4.</p>	3, 4

<p>by exposure to a wide variety of texts – New Little Wandle fluency texts</p>		
<p>CPD given to all staff on Talk for Writing</p>	<p>Collaboration INSET training day.</p> <p>New whole school approach to the writing curriculum.</p> <p>English Lead in KS1 and KS2 to have monitoring time with SLE</p> <p>Year 6 staff to have writing moderation with external SLE</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>4</p>
<p>CPD given to all staff to further develop adaptive teaching strategies</p> <ul style="list-style-type: none"> <li>• Reestablish the successful use of school's learning protocols to facilitate and embed adaptive practice.</li> <li>• Support staff to develop an understanding of how to fully utilise the resources in the classroom to support</li> </ul>	<p>Refining the Teaching and Learning approach so that there is a consistent approach throughout the school.</p> <p>Collaboration INSET on Adaptive Teaching workshops</p> <p>Intense Interaction CPD and the Learning Sandwich provided by SFSS</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><u>Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)</u></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/improving-working-memory">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/improving-working-memory</a></p> <p><u>EEF - Teacher Feedback to Improve Pupil Learning</u></p>	<p>4, 5</p>

<p>successful pupil outcomes.</p>	<p><u>Hattie: Develop tools to provide feedback to teachers that shapes learning rather than just measuring.</u></p>	
<p>CPD provided on curriculum planning (LTP &amp; MTP) and ensuring children retain knowledge to long term memory.</p> <ul style="list-style-type: none"> <li>• Teams to have PPA time together</li> <li>• Release subject leads to work with teams at the point of planning</li> </ul>	<p>Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new academic year is essential to achieving the best outcomes for pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</a></p>	<p>4, 5</p>
<p>Cover provided to release middle leaders and subject leaders to attend CPD and further enhance the curriculum and assessment of the wider curriculum.</p> <ul style="list-style-type: none"> <li>• Collaboration Network meetings to provide subject specific CPD and networking for subject leads.</li> </ul>	<p>Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new academic year is essential to achieving the best outcomes for pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</a></p> <p>Collaboration CPD on Assessment and Pop Tasks</p>	<p>4, 5</p>

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

Budgeted cost: £ 20, 450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted extra support in Y2/Y6 – early intervention reading</p> <ul style="list-style-type: none"> <li>Literacy volunteers in Y2 and Y6</li> </ul>	<p>Provide accelerated learning for targeted children throughout the year to narrow the gap between disadvantaged pupils and other pupils.</p> <p>Specifically target lower attaining disadvantaged pupils in reading and writing and higher attaining pupils in reading, writing and mathematics.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	3
<p>Phonic support in year 1, 2, 3, and 4 to develop and accelerate learning.</p>	<p>Targeted phonics groups/ Keep up groups</p> <p>Reading 3 times a week in Reception/ Year 1 and children who did not pass the phonic screening check and those that need the catch-up program</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	3, 4
<p>Teacher Led Interventions to close gaps in Reading, Writing and Maths</p> <ul style="list-style-type: none"> <li>Provide an additional teacher one morning a week to offer additional boosting to Y6</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p>	4, 5
<p>Training and Intervention delivery using Speech Link</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	3

Universal Speaking Let's Interact	<a href="https://speechandlanguage.org.uk/talking-point-for-professionals/the-communication-trust/what-works-database/">https://speechandlanguage.org.uk/talking-point-for-professionals/the-communication-trust/what-works-database/</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7, 680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support mental health of identified children	<p>Mental health team working in schools and with families delivering specific workshops e.g. sleep habits and techniques</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://www.gov.uk/guidance/senior-mental-health-lead-training">https://www.gov.uk/guidance/senior-mental-health-lead-training</a></p>	1
Improving children's aspiration through guest speakers, school visits and enterprise initiatives.	<p>To help our young people to be more informed allowing them to take the pathways that are likely to lead to fulfilment of their ambitions.</p> <p>Children get an understanding of the world of work and know that there are limitless opportunities if they work hard and have ambition.</p> <p>Children are given the opportunity to participate in tasks that require them to plan, budget, produce and market a finished product – link to enterprise/ school fayres etc</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	6

<p>Provide support to improve attendance with external agencies if necessary</p> <ul style="list-style-type: none"> <li>• Create an attendance team to closely monitor attendance and develop a new policy inline with new DFE guidance September 2024</li> </ul>	<p>Engage with parents and provide support (signposting) when appropriate – build on proven previous success.</p> <p><a href="https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance">https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance</a></p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	<p>2</p>
<p>ELSA (Emotional Literacy Support Assistant)</p> <ul style="list-style-type: none"> <li>• To fund the training of an additional ELSA support assistant to help run nurture groups</li> </ul>	<p>To provide pupils with the opportunity to focus on their feelings and discuss and concerns in a familiar and play based environment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://www.suttontrust.com/wp-content/uploads/2020/01/Teacher-Handbook-Self-Regulation-in-the-Early-Years.pdf#">https://www.suttontrust.com/wp-content/uploads/2020/01/Teacher-Handbook-Self-Regulation-in-the-Early-Years.pdf#</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</a></p>	<p>1</p>
<p>Provide support for families with Munch Bunch invitation only breakfast club, enrichment and extra-curricular activities</p>	<p>Raise self-esteem, promoting confidence, social skills and increasing motivation.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p> <p>EEF Tiered approach</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	<p>1, 2</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	
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**Total budgeted cost: £86, 310**

## 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 2024 to 2025 academic year.

### 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
DART	Notts Police
TRIP	Believe Academy
Drawing and Talking Therapy	Led by School Staff
ELSA X2	Led by School Staff
Times Table Rockstars	Maths Circle
White Rose Maths	White Rose
Speech Link	Speech Link
Literacy Shed/ Spelling Shed/ Maths Shed	Ed Shed
Little Wandle Phonics Scheme	Little Wandle

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

## Further information (optional)

- School Council – 2 children from each year group (Y2-Y6) represent their cohort on our active school council. Members are elected and meet regularly to debate and tackle a range of identified issues and projects. This provided disadvantaged children to work collaboratively, understand tolerance and how decision making can be made collectively.
- After School Clubs – Led by staff and outside providers - these provide a wealth of extra-curricular opportunities for disadvantaged children to stay healthy, play competitive sport, learn the skills of a new sport, acquire new academic skills and also to mix with children who may be outside their year groups.
- Strong Sense of Build a Better Me school values– School has always had a strong sense of Orchard as a whole family who look out and care for each other. Our 'Build a Better Me' values of independence, creativity, curiosity, respect, resilience and teamwork sit at the centre of everything we do. Staff talk about them in their conversations with children and they are discussed in assemblies every week. Children are rewarded for excelling in different values each week during our Shout Out assemblies and via Class Dojo.