



Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2023 to 2024 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 Manor School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Nicola Jones, Headteacher
Pupil premium lead	Nicola Jones
Governor / Trustee lead	Maggie Carter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,490
Recovery premium funding allocation this academic year	£81,236

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£27,490
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£186,216

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our primary goal is to utilize the pupil premium funding in order to support and maintain positive outcomes for our disadvantaged students. While socio-economic disadvantages may not always be the primary obstacle our students face, we have observed varying levels of achievement among disadvantaged students compared to their peers and those who start at a similar level. This disparity is particularly evident in academic performance, employability, and social opportunities.

Central to our approach is the provision of high-quality teaching, specifically targeting areas where disadvantaged students require the most support. We also offer targeted assistance based on thorough assessments of individual needs and ensure that all students have access to a well-rounded and comprehensive curriculum. This includes offering tutoring to those students who have been most severely affected, regardless of their disadvantaged status.

Although our strategy primarily focuses on the needs of disadvantaged students, it will benefit all students in our school through the implementation of whole-school approaches, such as high-quality teaching within an engaging and purposeful curriculum. It is implicit in our intended outcomes that non-disadvantaged students will also experience improvement in their academic progress alongside their disadvantaged peers.

Furthermore, we are committed to providing support for disadvantaged students to develop independent life and social skills. We also prioritize the provision of excellent work experience opportunities, career guidance, and guidance for further and higher education, making these resources available to all students.

We recognise that the whole school experience needs to be an enjoyable and safe experience for young people to maximise on the opportunities offered to pupils as part of this plan. We will support students to maximise their attendance to that all students can benefit from the enhanced opportunities on offer.

Additionally, we will provide resources and support to families who may face challenges in ensuring their child's attendance. Recognizing that various factors can affect attendance, such as transportation issues, health concerns, or financial constraints, we will work closely with families to identify and address these obstacles. By helping and connecting families with community resources, we can help alleviate some of the burdens that may hinder consistent school attendance.

Our strategy is driven by the unique needs and strengths of each individual student, as determined through formal and informal assessments. We avoid making assumptions or applying labels, instead focusing on providing relevant skills and experiences that will prepare them for adulthood

Challenges

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

Challenge Number	Detail of Challenge
1	Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in maths outcomes; with some cohort specific variance in reading and writing that also need addressing.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have reading and/or language comprehension difficulties compared to non-disadvantaged pupils in our school. Combined with their SEN this is a priority area for the school. This is also recognised nationally.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to engage in cross curricular activities such as educational visits, sporting festivals, visits to the local community, travel training
4	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop social and life skills and apply them in different contexts, e.g., Ten Tors
5	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic, cost of living crises and a reduction in outside services to support families to a greater extent than for other pupils. These findings are backed up by several national studies.
6	Our assessments, observations and analyses of data shows that for some disadvantaged attendance is not in line with non-disadvantaged pupils.

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
Improved attainment for disadvantaged pupils in all subjects relative to their starting points as identified through baseline assessments.	<ul style="list-style-type: none"> • Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2025/26. • An increase in the progress of disadvantaged pupils in reading, writing and particularly Maths, to be in line with that of peers.
Improved reading through systematic phonics and language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	<ul style="list-style-type: none"> • Embed systematic phonics as a high-quality reading instruction so 100% of pupils make at least expected progress in phonics • Develop high quality training through the use of RWINC training and developing peer to peer support with school • Assessment of pupils' language and reading comprehension shows a reduction in the disparity in progress between disadvantaged pupils and their peers in our school by the end of our strategy in 2025/26.
Pupils can use a range of communication strategies and/ or systems to aid their understanding and to develop expressive communication skills.	<ul style="list-style-type: none"> • Through achievement of EHC plan termly outcomes. • 100% of pupils with EHCPs have personalised communication targets
Disadvantaged pupils have greater confidence and independence to help them regulate their emotions and engage positively with their peers and with the wider community and prepare for adulthood.	<ul style="list-style-type: none"> • Through observations and discussions with pupils and their families, obtained through annual review and transition meetings. • Improvements in behaviour and use of physical intervention data
Disadvantaged pupils feel better prepared for the next steps in their education and the world of work through mentoring, work experience and opportunity.	<ul style="list-style-type: none"> • All disadvantaged pupils are able to access high quality work experience and careers mentoring. • By the end of 2025/26, all disadvantaged pupils are progressing to further education that meets their needs and aspirations at the end of KS4 and 5 in the same numbers as their peers.

Disadvantaged pupils are taking up the full school offer and benefiting from the curriculum off through higher-than-average attendance.	<ul style="list-style-type: none"> • All disadvantaged students are increasing and improving or exceeding attendance rates bin school in line with non-disadvantaged peers. • Personalised plans are in place for reducing absence for pupils who are persistently or severely absent • High quality data , action plans and analyses of data and impact are in place.
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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.

High Quality Teaching (for example, CPD, Recruitment and Retention)

- Developing high quality teaching, assessment and a broad and balanced, knowledge based curriculum that responds to the needs of pupils
- Professional development to support the implementation of evidence-based approaches - for example, training provided by a DfE validated systematic synthetic phonics programme or mastery based approaches to teaching or feedback
- Mentoring and coaching for teachers
- Recruitment and retention of teaching staff - for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)
- Technology and other resources to support high quality teaching and learning - for example, software to support diagnostic assessment

Budgeted cost: £46216

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Maths lead will engage with our local research school and maths hub to develop the quality of maths teaching through CPD.	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>There is strong</p>	1

	evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)	
CPD for teaching staff on developing pupils' ability to learn and recall information,	Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge: Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)	1
Purchase of 5 days per week of Speech and Language Therapist (SALT) time.	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. What works database (ican.org.uk) This has been endorsed by the Royal College of Speech and Language Therapists.	2, 3
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1, 2, 3

	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in schools' guidance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	2

Targeted Academic Support (for example, Tutoring, One-to-One Support Structured Interventions)

Targeted 1:1 support

One to one, small group or peer academic tuition, including through the National Tutoring Programme

Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND

Teaching assistant deployment and interventions - for example, by supporting high quality provision within the classroom and delivering targeted interventions

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention sessions on language and/or reading comprehension for disadvantaged pupils that require further support.	<p>Understanding the meaning of a text requires a combination of word recognition and language comprehension:</p> <p>Learning to Read: "The Simple View of Reading" National Centre on Improving Literacy</p>	2

<p>Adopting Freshstart, RWINC comprehension and accelerated reader as an intervention strategy.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Implement NELI in EYFS and KS1</p>	<p>The EEF has funded 19 projects with a focus on early years so far. One of these particularly provides good evidence of a promising approach: the Nuffield Early Language Intervention. The programme is designed to improve the language skills of reception pupils (ages 4–5) with relatively poor spoken language, through scripted small-group sessions delivered by a trained teaching assistant or early years practitioner.</p>	<p>2</p>
<p>Engaging with the National Tutoring Programme to provide a blend of mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>

Wider Strategies (for example, Related to Attendance, Behaviour, Wellbeing)

Supporting pupils' social, emotional, and behavioural needs

Supporting attendance, including approaches outlined in the DfE's Working Together to Improve School Attendance guidance

Budgeted cost: £ 90,000

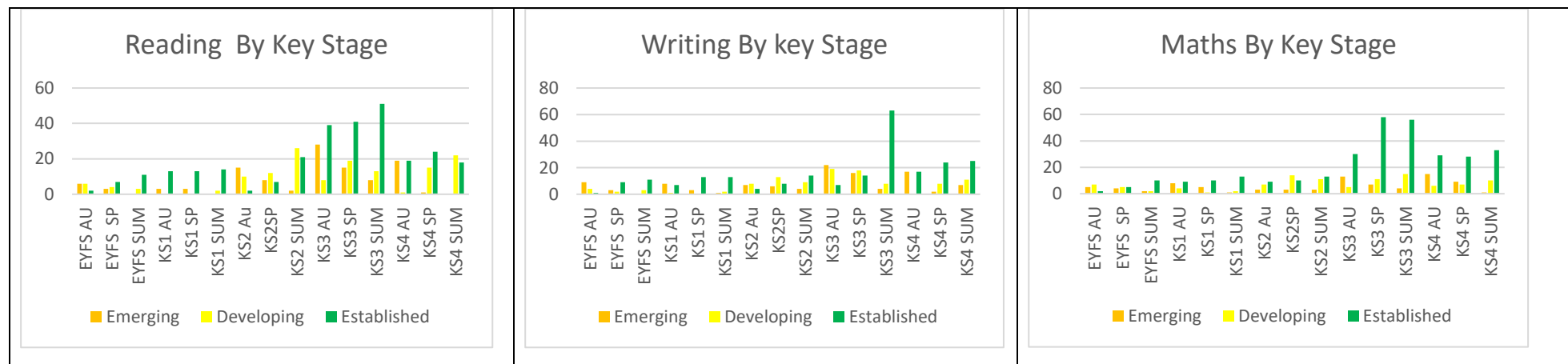
Activity	Evidence that supports this approach	Challenge number(s) addressed
To support Pupil's mental health and wellbeing, there is high quality training for staff e.g TIC, mentoring, counselling & SALT	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Pupil-Premium-resource-evidence-brief.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	5
To support extra-curricular events through a comprehensive out of class/outdoor education programme such as Ten Tors and the year 11 curriculum experience to develop pupil's social interaction and life-skills in an out of school context.	<p>Employers want soft skills for their employees and extra-curricular activities impact positively on their mental health and wellbeing.</p> <p>Evidence shows that pupils who engage and enjoy extracurricular activities are more likely to come to school.</p> <p>https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility</p>	3, 4, 5
Purchase of family liaison time to support high attendance of students through a positive family engagement strategy.	<p>Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level result. Our research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well.</p> <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	6

Total budgeted cost: £ 186,216

Part B: Review of Outcomes in the Previous Academic Year 2022-2023

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.



Academic Progress 2022-2023

Reading, Writing and Maths Progress

Reading - Pupils continue to make very good progress across the year from their starting points.

Good progress in EYFS, slower progress in KS1, good progress in KS2, very good progress in KS3 and good progress in KS4.

The processes for implementing phonics, providing CPD for reading comprehension strategies, clear assessment procedures and the ability to offer Freshstart intervention for older pupils have had significant positive impacts as witnessed by the progress the pupils have made.

There is a narrow gap between Spring and Summer data drops which may explain why there seems to be little progress in summer term for KS4, as the summer term would have been spent in preparing students for exams. The results of this are shown below.

Writing - Pupils have made very good progress in developing their writing this year,

All key stages have made significant progress across the year, with progress in EYFS and KS3 particularly good.

There is a narrow gap between Spring and Summer data drops which may explain why there seems to be little progress in summer term for KS4, as the summer term would have been spent in preparing students for exams. The results of this are shown below.

Maths – Overall pupils have made very good progress across all Key stages.

Decreases in 'Emerging' and increases in 'Developing' and Established/Secure' are evident throughout the three terms.

Many of the Key Stages have impressive evidence of progress within the graph when comparing Autumn to Summer progress.

There is a narrow gap between Spring and Summer data drops which may explain why there seems to be little progress in summer term for KS4, as the summer term would have been spent in preparing students for exams. The results of this are shown below.

Outcomes and Impact Data Headlines:

Accreditation outcomes:

Accreditation and GCSE results in English, Maths and Science show

- ***Numbers of pupils obtaining an accreditation has increased by at least 10% meaning that pupils are working to appropriate accreditations and where appropriate obtaining GCSEs. No child who was entered for a GCSE got less than a grade 1.***
- ***The number of pupils obtaining an English accreditation is particularly improving and there is an increase in number of pupils reaching a GCSE grade level 2. Post Covid, national grade boundaries have returned to 2019 levels, these changes have made obtaining a level 4 (a c grade or pass) much harder for our young people. For many of our pupils, reaching GCSE level work is a huge achievement.***

Pupil Attendance

Our overall attendance remains higher than the national average for special schools: 87.3% for Summer Term Nationally with ours sitting at 88.1% for unadjusted data. However, term on term, our attendance data has dropped by 0.95%. This is likely due to a small increase in pupils engaging in a bespoke curriculum offers and/or where parents have withdrawn their children from school. The school is working with the LA and parents on these issues. Positively, our Pupil Premium (PP) attendance has bucked this trend and increased by 0.59% from Autumn Term.

Unauthorised absences nationally have increased in the Summer Term to 2% (including mainstream schools). Our Summer term data is broadly in line with this at 2.3% although our PP percentage is higher (3.6%) and will be a focus in the new academic year. Nationally Special Schools had a significantly higher overall Unauthorised rate of 3.5% - broadly in line with our PP Unauthorised rate.

Reviews of pupil attendance patterns, policies and procedures have taken place this term in light of a deepened understanding of new Government Guidance which places a greater emphasis on schools to provide higher levels of provision for persistent and serve absentees. This term, attendance figures have remained broadly in line with the rest of the academic year, however it is notable that PP attendance has increased by 1.64% on the previous term.

Attendance is now monitored in a through a separate Attendance & Engagement meeting where provisions in place are reviewed. Through this we have issued our first letters of concern for this academic year. Longer-term absentees remain an agenda item for our SIPI (Behaviour & Physical Intervention analyses) meetings ensuring that there is a strong link between attendance and safeguarding.

Persistent and Severe Absentees

Persistent Absentees (PA) have reduced by 1.02% from last term and by 3.72% from Autumn term demonstrating good progress in this area. During this term, provisions for students have been persistently and severely absent (SA) have been reviewed with increased Outreach work commissioned to support students towards full school returns. For example, we have appointed an Outreach HLTA to work specifically with these students and 1 has moved from 0% engagement with school to an overall (offsite) attendance of 5.7% and is considering visiting the school site in September. This is a small % for the year but over the past half term has represented weekly visits and interaction with school staff. In addition, we have commissioned the Community Support Team to work with a student who has school refused since January in order to support his anticipated transition to a new provision.

Part time timetable the number of students on a Part time timetable (Annex R) has remained at 3 with 1 student coming off and another starting. Two of these students are in school 20 hours + (a minimum of 4 out of 5 days).

Fixed Term Exclusions

The number of days lost to Fixed Term Exclusions has decreased this term from 18.5 in Spring term. The 10 days lost are spread over 5 incidents with one Post 16 student accounting for 5 days.

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
RWINC	
FRESHstart	
Powermaths	