

Pupil premium strategy statement – Orchards Junior School

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	472
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	31-12-24
Date on which it will be reviewed	July '25
Statement authorised by	P.Jones
Pupil premium lead	O.Cave
Governor / Trustee lead	I. Nash

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£234,720
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
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>	£234,720

Part A: Pupil premium strategy plan

Statement of intent

At The Orchards, our goal is to ensure that all children, regardless of their background, leave school as the best version of themselves. To achieve this, we aim for significant progress across all subjects, increased cultural awareness, and a boost in self-esteem and self-worth. A key focus of our pupil premium strategy is to support disadvantaged children in reaching these goals, helping to close the attainment gap between disadvantaged and non-disadvantaged students.

We strongly believe, in line with research from the Education Endowment Foundation (EEF), that high-quality, targeted teaching is one of the most effective ways to improve progress and attainment—not just for disadvantaged pupils, but for all students. As such, ensuring and enhancing the quality of teaching will be a central element of our pupil premium strategy. To support this, we will use detailed assessments to identify specific learning gaps and needs. Guided by evidence-based research, we will implement proven interventions to address these areas. Identifying these gaps will also align with wider school initiatives. It is crucial that we also ensure that the progress of non-disadvantaged students is maintained alongside their disadvantaged peers.

As with all our initiatives, the well-being and success of our students will remain at the heart of our strategy. Every step, process, and intervention introduced as part of our pupil premium plan will be thoroughly evaluated, supported by research, data, and professional dialogue, and aligned with our guiding principle: How will this benefit the children? Our approach will be reviewed and refined each term to ensure we remain responsive to feedback, assessment results, and emerging needs.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: Regular school attendance is crucial for making strong progress and achieving high attainment across all subjects. Last year, the overall attendance rate for our disadvantaged students was 89.98%. Of these absences, 7.39% were authorised, while 2.63% were unauthorised. These absences result in missed learning opportunities and can also contribute to challenges related to mental health and well-being, particularly when it comes to reintegrating into school.

2	<p>Self-Esteem and Well-being:</p> <p>Requests for social, emotional, and well-being support from parents, carers, social workers, and external agencies have significantly increased. The lack of self-esteem and self-worth, particularly among disadvantaged pupils, can have a substantial impact on their progress and attainment.</p>
3	<p>Reading Attainment:</p> <p>Analysis of our reading data reveals an attainment gap between disadvantaged and non-disadvantaged pupils. The contributing factors have been identified as: overall understanding of basic phonics, inference skills, and reading fluency.</p>
4	<p>Maths Attainment:</p> <p>Analysis of our maths data shows an attainment gap between disadvantaged and non-disadvantaged pupils. The contributing factors have been identified as underperformance in reasoning and mathematical fluency.</p>
5	<p>Multiple Disadvantages:</p> <p>54% of our Pupil Premium eligible children have SEN provision. These specific needs can affect the rate of progress and attainment outcomes for individuals.</p>

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
To improve overall attendance across the whole school, particularly for that of our disadvantaged pupils.	<ul style="list-style-type: none"> - Sustained and improved overall school attendance in line with the national average. - A reduction in the attendance gap between disadvantaged and non-disadvantaged pupils. - A reduction in those who are persistently absent. - A reduction in those who are persistently late.
To promote and improve self-esteem, self-worth and enjoyment of school and learning for all pupils.	<ul style="list-style-type: none"> - Sustained and improved overall levels of self-esteem, self-worth and enjoyment of school evidenced by qualitative data from pupil voice, pupil and parent surveys and observations from mentors. - Successful completion and awarding of National Wellbeing award. - Increased participation of disadvantaged children participating in after-school clubs and extra-curricular activities.
To improve reading attainment and outcomes across the whole school particularly for that of our disadvantaged pupils.	<ul style="list-style-type: none"> - By July 2025, KS2 results, along with internal summative assessments for all year groups, will show an increase in the percentage of disadvantaged children achieving the expected standard in

To increase overall enthusiasm, participation and engagement in reading for all pupils.	reading. This percentage will be in line with the national average, and where it is not, there will be evidence of at least expected progress from each child's individual starting point.
To improve maths attainment and outcomes for disadvantaged pupils.	- By July 2025, KS2 results, along with internal summative assessments for all year groups, will show an increase in the percentage of disadvantaged children achieving the expected standard in maths. This percentage will be in line with the national average, and where it is not, there will be evidence of at least expected progress from each child's individual starting point.

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: £117,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching: Staff Meetings, CPD, Inset Days, Courses, Off-Site School visits, school lead projects.	There is strong evidence and research to show that the most effective way to improve attainment for pupils of all abilities and backgrounds is through high-quality teaching. We are fully committed to continuous professional development (CPD) and the ongoing development of the curriculum to ensure high-quality teaching is consistently embedded across the school. EEF Support for schools School improvement planning High quality teaching	3, 4, 5

<p>Targeting academic CPD:</p>	<p>Targeted academic intervention delivered by highly skilled staff is a proven strategy for accelerating pupil progress.</p> <ul style="list-style-type: none"> - Reading Comprehension Strategies (+6 Months) - Phonics (+5 Months) - Oral Language Intervention (+6 Months) - Feedback (+6 Months) <p>EEF Education Evidence Teaching Learning Toolkit Phonics</p> <p>EEF Education Evidence Teaching Learning Toolkit Oral Language Intervention</p> <p>EEF Education Evidence Teaching Learning Toolkit Feedback</p> <p>EEF Education Evidence Teaching Learning Toolkit Reading Comprehension</p>	<p>3,4,5</p>
<p>Recruitment and Retention:</p> <ul style="list-style-type: none"> - Teaching Assistants - HLTAs' 	<p>Research suggests that teaching assistants delivering interventions in small groups or on a one-to-one basis can have a significant impact on attainment. Crucially, those delivering these interventions must do so within a structured setting and receive high-quality training beforehand.</p> <p>(+4 Months)</p> <p>EEF Education Evidence Guidance Reports Teaching Assistants</p>	<p>3, 4, 5</p>
<p>Half Termly Assessment Reviews:</p>	<p>Evidence suggests that robust assessments, both formative and summative, along with the analysis of the data they provide, are essential for informing teachers about areas of strength and weakness in pupils' knowledge. Using this data to deliver targeted teaching and feedback is crucial for raising attainment.</p>	<p>3, 4, 5</p>

	<ul style="list-style-type: none"> - Subscriptions to formative assessment software - Half-termly reviews of whole school, year group, class and individual progress - Termly review of impact/success of interventions <p>EEF Guidance for teachers Assessment and feedback</p>	
Reduced Set Sizes:	<p>Evidence suggests that reduced class sizes and small-group tuition are effective approaches for supporting children. We believe these methods encourage more sustained engagement from pupils and provide greater opportunities for individual support and feedback</p> <p>(+4 Months)</p> <p>EEF Education evidence Teaching learning toolkit Small group tuition</p> <p>EEF Education evidence Teaching learning toolkit Reducing class size</p>	4
Librarian Role:	<p>To support our Accelerated Reader programme, we will have a timetabled librarian who will ensure children have easy access to books at the appropriate level. The librarian will also collate and send weekly reading reports to teachers, outlining the progress being made in each class.</p> <p>EEF Projects and Evaluation Projects Accelerated Reader</p>	3

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

Budgeted cost: £ 58,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Academic Interventions	<p>Targeted intervention provides focused support tailored to individual learning needs, helping pupils overcome specific barriers to progress. By identifying areas where students need extra help, interventions can be designed to provide additional practice, reinforcement, and challenge.</p> <ul style="list-style-type: none"> - Maths Intervention Groups - Accelerated Reader - Fine Motor Skills Groups - Precision Teaching - Phonics - Spelling Intervention - 1:1 Reading Intervention - Behaviour Intervention <p>EEF Education evidence Teaching learning toolkit Small group tuition (+4 Months)</p> <p>EEF Education evidence Teaching learning toolkit One to One Tuition (+5 Months)</p> <p>EEF Education Evidence Guidance Reports Teaching Assistants (+4 Months)</p> <p>EEF Education Evidence Guidance Reports Behaviour Interventions (+4 Months)</p>	3,4,5
Structured Social, Emotional & Wellbeing Interventions	Offering social, emotional, and well-being support in schools is crucial for helping children thrive both academically and personally. By addressing issues such as anxiety, low	

	<p>self-esteem, and interpersonal challenges, this support creates a safe and positive environment where pupils can focus on learning.</p> <ul style="list-style-type: none"> - 1:1 Mentoring Sessions - The Nest (alternative entrance and environment to start the school day) <p>EEF Education evidence teaching toolkit Social and emotional learning (+4 Months)</p>	
Tutoring Programme:	<p>Although the Recovery Premium has been withdrawn, we have seen significant benefits from small group tuition for our Year 6 pupils leading up to the SATs. This targeted support helps address misconceptions and fill gaps in learning, allowing students to build their confidence in a low-stakes environment.</p> <p>EEF Education evidence Teaching and learning toolkit one-to-one tuition (+5 Months)</p> <p>EEF Education evidence Teaching learning toolkit Small group tuition (+4 Months)</p>	3, 4, 5
Digital Technology:	<p>In today's ever-evolving technological world, ICT plays a significant role in education. Research suggests that various hardware and software programmes can enhance the teaching of the curriculum. Furthermore, there is evidence to indicate that ICT improves engagement in lessons, particularly among disadvantaged pupils, and positively influences their drive and attitude towards learning.</p> <ul style="list-style-type: none"> - Purchase and maintenance of 60 iPads per Year Group - Educational subscriptions and apps for school and home use - Parent communication systems to improve parent/teacher dialogue 	1, 2, 3, 4, 5

	Third Space Learning EEF Digital technology Report summary	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £58,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and Emotional Intervention Parent Groups:	<p>Engaging with parents is essential for boosting the social and emotional well-being of both pupils and their families. Research shows that when parents are actively involved in their children's education and well-being, it fosters a stronger support network and improves outcomes for pupils.</p> <ul style="list-style-type: none"> - Parent Coffee Catch Up (half-termly) <p>EEF Education evidence Teaching learning toolkit Parental Engagement (+4 Months)</p>	1,2,3,4,5
Attendance Lead:	<p>It is clear that regular school attendance and access to the curriculum are crucial for academic attainment. A wealth of research highlights the significant impact that absences have on student performance.</p> <ul style="list-style-type: none"> - Monitor and track student attendance across all year groups, identifying patterns of absence and early signs of potential issues. Provide regular reports to school leadership and work with staff to implement targeted interventions to improve attendance. <p>GOV UK Government Absence and life chances</p>	1
Culture Capital:	Cultural capital plays a vital role in supporting pupils' overall development, and removing barriers, particularly	1, 2

<ul style="list-style-type: none"> - Making sure that all barriers, particularly financial restraints, are removed for disadvantaged children allowing them to attend clubs, trips and extra-curricular activities. 	<p>financial ones, can have a significant impact on attendance, attainment, and social and emotional well-being. By ensuring all students have access to the resources and experiences they need—whether through extracurricular activities, school trips, or necessary learning materials—we help create more equitable opportunities for success.</p> <ul style="list-style-type: none"> - Free after school clubs - Uniform contributions - ELO contributions - Residential Trip contributions - All equipment provided - Interactive Workshops/Theatre Groups - All cookery ingredients provided <p>EEF Education evidence Teaching toolkit Physical activity</p>	
<p>Contingency fund to acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1, 2, 3, 4, 5</p>

Total budgeted cost: £234,720

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As part of our Pupil Premium strategy review, we have analysed the performance of our disadvantaged pupils from the 2023/2024 academic year. This analysis is based on both our internal summative and formative data, as well as national assessment data.

Intended Outcomes:

- **To improve overall attendance across the whole school, bringing it in line with the national average.**

Orchards Junior Attendance:

Overall Attendance: 93.25%

Authorised Absence: 5.70%

Unauthorised Absence: 1.05%

National Primary Attendance

Overall Attendance: 94.50%

Authorised Absence: 3.9%

Unauthorised Absence: 1.6%

Whilst our attendance data remains slightly below the national average, we have seen an improvement compared to the previous academic year. Additionally, the attendance gap between disadvantaged and non-disadvantaged pupils has been reduced. Our strategy and approach to attendance have been reviewed and updated for the upcoming year.

- **By July 2025, KS2 results show that the percentage of disadvantaged children achieving the expected standard in Maths has increased and is in line with the national average.**

Orchards Junior KS2 Maths:

Non-disadvantaged: 74%

Disadvantaged: 54%

National KS2 Maths:

Non-disadvantaged: 81%

Disadvantaged: 61%

- **By July 2025, KS2 results show that the percentage of disadvantaged children achieving the expected standard in Reading has increased and is in line with the national average.**

Orchards Junior KS2 Reading:

Non-disadvantaged: 81%

Disadvantaged: 69%

National KS2 Reading:

Non-disadvantaged: 80%

Disadvantaged: 64%

Whilst we are pleased with our KS2 results and the progress made by both our disadvantaged and non-disadvantaged pupils, as well as the reduction in the attainment gap compared to the previous academic year, we recognise that the gap remains significant. Further analysis of our KS2 data highlights that the largest gap

exists between disadvantaged pupils with SEN and non-disadvantaged pupils with SEN. This trend is also evident across all year groups, and as a result, it will be a key focus in our 2024/2025 Pupil Premium strategy.

- **To promote and improve self-esteem, self-worth and enjoyment in all aspects of school life for all pupils.**

Having achieved the National Wellbeing Award, we continue to develop and implement strategies to support the well-being of all members of our school community. Through this initiative, a strong emphasis has been placed not only on the needs of our pupils but also on those of teachers and parents, and we are already seeing very positive outcomes.

We will continue to build an enriching curriculum that offers opportunities beyond the classroom to enhance individuals' cultural capital and life experiences. A wide range of clubs will be provided for all pupils, giving them access to activities where they can develop and showcase their talents, promoting self-worth and self-esteem. Our goal is to expand on the 20+ clubs that ran each week last year, encouraging every child to participate in at least one.

We will also continue to offer regular mentoring provision to both children and parents, ensuring everyone receives the support they need.

