

## Pupil Premium Strategy Statement – Orchard Education

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged learners.

The school did not receive pupil premium funding from the local authorities but did receive £1000 per CLA learner from North East Lincolnshire Virtual head in July 23 and Covid recovery fund for £38000 from North East Lincolnshire in June 23. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged learners last academic year.

### School overview

Detail	Data
Number of learners in school	95
Proportion (%) of pupil premium eligible learners	8% of learners CLA 100% of Learners have an EHCP 71% of our learners are in the lowest 3 Dicol for deprivation in the country 49% are in the the lowest.
Academic year/years that our current pupil premium strategy plan covers.	2023/24 – 2026/27
Date this statement was published	1/8/23 – reviewed 30/5/24
Date on which it will be reviewed	29/7/24
Statement authorised by	Steven Broderick Principal
Pupil premium lead	<i>Harriet Barber, Assistant Principal (S Broderick from 31<sup>st</sup> May)</i>
Governor / Trustee lead	<i>Tracey Storey, Executive Chair &amp; CEO of Melrose Education</i>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1000 each from our virtual head for our CLA learners
Recovery premium funding allocation this academic year	£38000 (received June 23)
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£45000</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all learners, irrespective of their background or the challenges they face, fulfil their potential and become the best version of themselves making steps in their lives with confidence, resilience, and an aspiration to achieve lifelong success.

With the use of the Covid recovery fund we were able to run our first ever summer school sessions over the August of 2023. Using guidance from the tiered model and 'menu' of approaches from the EEF (Education Endowment Foundation) we developed a strategy for the allocation of spending to support.

- 1- High Quality Teaching
- 2- Targeted Academic Support
- 3- Wider Strategies (such as extracurricular activities and supporting attendance).

We aspire for our pupil premium learners to have outcomes for outcomes and attendance figures that are on par with non-pupil premium learners, whilst at the same time ensuring that all vulnerable learners are supported, as well as ensuring that non-disadvantaged students' emotional development and attainment is also improved.

A key part of our approach to closing the gap in emotional development and attainment is a relentless drive towards ensuring that all students are emotionally regulated to access our high-quality teaching by continuously reviewing and developing our professional development opportunities for staff, investing in training and support for staff at all stages of their careers, as well as considering the recruitment and retention opportunities that exist for staff.

Many of the strategies implemented with regard to our plan will also feed into the school plans for education recovery following COVID-19 which will incorporate strategies and targeted interventions towards all learners whose education has been impacted by the pandemic. Targeted support strategies will be used to support learners who are not making good progress or who have been affected by lost learning.

We are also aware that learners will need to be supported to improve their attendance and use of emotional support strategies. Therefore, wider strategies will be used in order to address the many other challenges that all students face. Many of the strategies identified within this plan are routed in the research carried out by the EEF and the subsequent recommendations made in developing approaches in schools to support disadvantaged learners.

## Challenges

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

Challenge number	Detail of challenge
1	Through observations and conversations with learners and their families/carers, we find that disadvantaged learners generally have fewer opportunities to develop cultural capital outside of school.
2	Our review of learners primary needs and observations of transition days shows a change in learners SEN needs. Learners from disadvantaged backgrounds are less likely to receive support for their needs. Staff require further professional development to support
3	Through observations and conversations with learners and their families/carers we find that disadvantaged learners feel less confident than their peers and able to keep up with social trends, ICT and clothing impacting on their ability to emotionally regulate .
4	Our assessments, observations and discussions with learners show that disadvantaged learners are generally more likely to have language comprehension difficulties than non-disadvantaged s in our school.
5	Our assessments, observations and discussions with learners and families/carers demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged learners have been affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other learners. These findings are backed up by several national studies.

## Intended outcomes

Intended outcome	Success criteria
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	Assessment of learners' phonics age and comprehension shows a reduction in the disparity in outcomes between disadvantaged learners.
Increased access to technology to support their learning journey at the school	ICT curriculum and ICT capabilities at home
Improved confidence and self-esteem impacting on increased attendance	Through achievement of EHC plan termly outcomes. Attendance
Disadvantaged learners have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with learners and their families/carers.
Disadvantaged learners feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	All disadvantaged learners are able to access high quality work experience and careers mentoring.  By the end of 2024/25, disadvantaged learners are progressing to higher or further education at the end of KS5 in the same proportions as their peers.

## 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: **£2000 (£1300 from Covid recovery £700 from CLA PP)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist SEN Training	Use of the Specialist Advisory service to give 5 specialist SEN training sessions to all staff.  Specialist training from PDA professional  Evidence – CPD feedback data, strategies applied to in observation cycle through-out the year	2 & 5

Pedagogical and SEN education resource material	Use of material to support staff CPD and observation of use of knowledge in lesson observation	2 & 5
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4700 (£4700 Covid recovery fund)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and RISE (Reading Inference Spelling Experience) introduced to the timetable	Phonics assessment and steppingstones data for all curriculum areas	4
Learners have shown an increased interest in art and the use of art therapy, this will be used to support an art curriculum as well as meeting the needs of our learners	Art lesson on the curriculum. Key stage 4 vocational pathway	4

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

Budgeted cost: £38000 (£6300 CLA PP and £32000 Covid recovery)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced sensory regulation equipment for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	Observation that sensory equipment and resources are effectively being used to regulate learners	2, 3 & 5
Fitness equipment will be accessible at the Sargon site to support learners in the emotional support strategies to manage emotions and	Reduction in suspensions and level 3 incidents across the school	1 & 3

<p>regulate. The curriculum will also allow learners to access as part of PE (as an alternative option to offsite). The equipment will also be able to be used as an extra-curricular club</p>		
<p>Learner have access to extra- curricular this includes in the holiday</p>	<p>Performing Arts, Football, Lego, GCSE revision Summer school,</p>	<p>1 &amp; 3</p>
<p>Laptops will be available for learners to take home to support intervention and preparation for GCSE. They will also be used withing the curriculum to support ICT delivery but also to meet specific needs of learners. IPADs will be available for learners to take home to support intervention and preparation for GCSE. They will also be used withing the curriculum to support Art &amp; ICT delivery but also to meet specific needs of learners.</p>	<p>Use of ICT in curriculum and use to support studies</p>	<p>1,2, &amp; 3</p>
<p>The summer school will allow learners to attend activities in the final week of summer term, this will support our safeguarding responsibility, build confidence for a return to school, have access to a hot meal each day as well as increase activity of the learners who attend</p>	<p>Attendance to Summer School</p>	<p>3 &amp; 5</p>

<p>Learners will be taking part in sports including Lincolnshire football league, Boccia tournaments with North East Lincolnshire School Sports Partnership and Quad Kids Athletics with Humber active this improves learners self-esteem, develops their emotional needs and is in a setting specific to their SEN needs. Learners have all expressed they would like to start wearing school PE and football kit when representing the school</p>	<p>Attendance and representation in extra-curricular activities</p>	<p>5</p>
<p>Learners will use equipment at break and lunch to improve social skills and use equipment to regulate emotions. The equipment will be specific to the interest of the SEND learners already catered for by sport equipment</p>	<p>Reduction in level 3 incidents and suspensions</p>	<p>5</p>
<p>Clothes for CLA learners</p>	<p>Increased attendance of CLA decrease in level 3 incidents, suspensions and physical interventions</p>	<p>3</p>

**Total budgeted cost: £45000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Academic Year 22/23

Currently Orchard education does not receive Pupil Premium funding or distinguish between disadvantaged learners as all learners have EHCP's and are funded through local authorities.

In 23/24 we will identify learners who are at risk of being disadvantaged socio-economically as well as our CLA learners.

Analysis of attendance, behaviour incidents and attainment will support our evidence of the impact of the Covid recovery and CLA pupil premium spends.

### Externally provided programmes

Programme	Provider
Counselling	Fortis Therapy
£45000 a year not supported by Pupil Premium	



## Further information (optional)

### Values

Our school values put the learner at the HEART of all decisions, the relationships with parent/carers, culture and school procedures (picking learners up each day, high staff to learner ratio and high levels of communication) allow us to be aware and families to reach out when additional support is required. This can include providing learners with clothing, families with food vouchers, recommendation for HAF vouchers, transport to appointments and more as part of our offer.

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges and care plus to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables learners to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

### Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We used the EEF's families of schools database to look at the performance of disadvantaged learners in school like ours. We contacted schools with particularly positive outcomes for disadvantaged learners to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will

help us to make adjustments and quality improvement to secure better outcomes for learners over time.