

Pupil premium statement: Orchard Park High

Pupil premium strategy statement 2021-2022

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	Orchard Park High School
Number of pupils in school	664
Proportion (%) of pupil premium eligible pupils	48.3%
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	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Carly Moran, Headteacher
Pupil premium lead	Lisa Wellington, Assistant Headteacher
Governor / Trustee lead	Charles Greenwood, Chair of GM

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£309,384
Recovery premium funding allocation this academic year	£47,178
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£356,562

Part A: Pupil premium strategy plan

Statement of intent

We passionately believe that pupils at Orchard Park have a better chance of success than if they attended another school. Our intention is that all pupils, regardless of backgrounds, thrive in our school. We prioritise excellent key stage 4 outcomes and the development of character, whilst taking care of their wellbeing and welfare.

Our strategy is founded on:

‘More successful schools saw raising the attainment of disadvantaged pupils as part of their commitment to help all pupils achieve their full potential. They prioritised quality teaching for all, seeing attendance, behaviour and emotional support as necessary but not sufficient for academic success. They made every effort to understand every pupil as an individual and tailored their programmes accordingly. They linked teaching and learning interventions to classroom work, monitored attainment and intervened quickly to address learning needs.’

“Supporting the attainment of disadvantaged pupils: articulating success and good practice” Research brief November 2015

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the very best, at every level or prior attainment. We carefully consider the challenges faced by vulnerable pupils and the activities we have outlined in this statement support their needs.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach is responsive and, when needed, flexible. It is rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Details of challenge
The maths attainment of disadvantaged pupils is generally lower than that of their peers, with some pupils needing support in all four operations.
Assessments and observations with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.
Our observations suggest many lower attaining disadvantaged pupils lack self-regulation strategies and independent study skills. This is indicated across the curriculum, particularly maths and science.
Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, anger, struggling to resolve conflict.

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 among disadvantaged pupils at the end of KS4	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve Progress 8 +1 in line with all students in the school.
Improved reading comprehension	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a

among disadvantaged pupils across KS3.	smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved independent study for disadvantaged pupils across all subjects.	Self-quizzing scrutiny shows no variation between disadvantaged children and their peers. This finding is supported by homework completion rates across all classes and subjects. High completion rates for online maths and science programmes.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • A significant increase in participation in CharacterEd activities, particularly among disadvantaged pupils. There is no variation in attendance to extra curricular activities between disadvantaged pupils and their peers.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • The overall attendance rate for all pupils is between 94-95% • There is no significant gap in attendance between PP and non PP
Raising aspirations to ensure no pupils are NEET	100% of year 11s enter post 16 education or employment routes.

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	
<p><i>Purchase of standardised diagnostic assessments.</i></p> <p>Reading age tests enable us to carefully group our year 7s.</p> <p>The NGRT tests means pupils receive the correct additional support through interventions or teacher instruction.</p>	<p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>£4000</p>
<p><i>English interventions</i></p> <p>Provided by a TA on a higher pay scale (working longer hours and specialising in delivering interventions to years 7 and 8.). We use the data from the NGRT to establish reading interventions for year 7 and year 8.</p>	<p>Direct Instruction: Corrective Mathematics: Addition</p> <p>Direct Instruction: Corrective Mathematics: Subtraction</p> <p>Direct Instruction: Corrective Reading: Decoding B1</p> <p>Direct Instruction: Corrective Reading: Decoding B2</p>	<p>£27,000.</p>
<p><i>Developing independent study skills.</i></p>	<p>Metacognition and self-regulation Toolkit</p>	<p>£4000</p>

<p>Teaching approaches to revisions helps pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment.</p> <p>Pupils are trained in self quizzing and provided with the materials to do so.</p> <p>Pupils have membership to online learning platforms (Hegarty, Sparx and Kay Science).</p>	<p>Strand Education Endowment Foundation EEF</p>	
<p>Enhancement of our maths teaching</p> <p>Non specialist subject development – 12 month programme.</p> <p>Very experienced department – 2i/c.</p> <p>Maths Intervention for year 8.</p> <p>School visits - GLT schools</p>	<p>KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)</p>	<p>£3000</p>
<p>Improving the quality of teaching</p> <p>Appointment of a Lead Practitioner in English.</p> <p>Good to Great Programme.</p> <p>Lead Practitioner Designate Programme.</p> <p>Visits to other GLT schools.</p> <p>Educating Disadvantaged Pupils with Research School - CPD</p>		<p>£20,000</p>

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

Budgeted cost: **£116,475**

Activity	Evidence that supports this approach	
<p>English and maths intervention for year 7 and year 8.</p>	<p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>£3000 resources</p> <p>Specialist teacher: £70,000</p>

Direct Instruction: Corrective Mathematics: Addition		
Direct Instruction: Corrective Mathematics: Subtraction		
Direct Instruction: Corrective Reading: Decoding B1		
Direct Instruction: Corrective Reading: Decoding B2		
Engaging with the School Led Tutoring Programme to provide tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Year 11s and year 8s benefit from the tuition.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	£38,475
GLT Tutoring programme: aiming for grade 9		£3,000
Purchasing revision guides		£2000

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

Budgeted cost: **£140,000**

Activity	Evidence that supports this approach	
<i>Mental Health support</i>		
Adoption of Mental Health First Aid Training for 3 members of staff, working across the school.	EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:	£3000
Creation of The Oak space, housing MHFA, Counsellor and external agency workshops.	Adolescent mental health: A systematic review on the	£7296 LYC
		£500 set up costs The Oak

Setting up early help in Spring 2022	effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	£30,000
Alternative Provision for specialised cases		£15,000
Attendance Embedding principles of good practice set out in DfE's Improving School Attendance advice. Attendance/support officers. EWO services.	https://www.weareinbeta.com/community/posts/schools-that-secured-amazing-improvement-in-attendance	£60,000
Contingency funds For acute issues.	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 such as uniform, lunches, equipment, trips.	£10,000
Raise aspirations Careers services to raise aspirations of all pupils and ensure no NEETs: Brilliant Club Careers Services Trips to colleges STEM club experiences Year 9 Trip to Sussex University 1:1 careers meetings with external providers	Co-ordinated programme of support for students.	£20,000

Total budgeted cost: £320,000

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils compared to non disadvantaged pupils was -0.16 (Progress 8 for disadvantaged was -0.49 and non disadvantaged was -0.33).

The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. We were aiming for Progress 8 +0.5 (we achieved 0.46).

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of our online curriculum (Greenshaw Learning Trust).

Overall attendance in 2020/21 was higher than the national average. Our Attendance Officer is effective in working with our community so it is a role we must continue.

Our assessments demonstrated that wellbeing and academic progress were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.