

Pupil premium strategy statement



This statement details our school's use of pupil premium funding to help improve the outcomes and school experience 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. Our focus is on a broad, academic curriculum which is knowledge rich and challenging. We prioritise reading and maths as the bedrock of academic progression.

School overview

Detail	Data
School name	Orchard Park High
Number of pupils in school	644
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 - 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Carly Moran
Pupil premium lead	Ian Clarke
Governor / Trustee lead	Trevor Fitzgerald

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (£1035 per eligible child per year)	£304,365
Recovery premium funding allocation this academic year	£91,531
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	£395,896

Part A: Pupil premium strategy plan

Statement of intent

We prioritise:

- supporting the high-quality teaching, such as staff professional development
- providing targeted academic support
- tackling non-academic barriers to academic success, such as difficulties in attendance, teaching excellent behaviour and supporting social and emotional wellbeing

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 pupil 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 of prior attainment. We carefully consider the challenges faced by vulnerable pupils. The activities we have outlined in this statement support their needs. High quality teaching is at the heart of our approach because it has the greatest impact on closing the attainment and progress gap. This approach benefits every pupil in our school.

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, this may include non-disadvantaged pupils.

Our approach 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 in every lesson
- act early to intervene at the point need is identified, especially with reading and maths
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure all staff are aware of the challenges economic disadvantage can bring to childrens' lives. Staff will work compassionately, responsively, ambiguously and strategically to address them as best we can.

Challenges OPH - Pupil Premium Strategy 2022/23

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

Challenge number	Detail of challenge
1	The maths attainment of disadvantaged pupils is generally lower than that of their peers, with some pupils needing support in all four operations.
2	Assessments and observations with KS3 pupils indicate that disadvantaged pupils can have lower levels of reading comprehension than their peers. This impacts their progress in all subjects
3	Our observations suggest many lower attaining disadvantaged pupils lack independent study skills including the ability to navigate homework and revision tasks.
4	Our assessments, observations, surveys, pupil focus groups, surveys and discussions with pupils and families have identified social and emotional issues for many pupils including inability to manage disagreements with others.

5	Children who are high-attaining on entry to secondary school and are economically disadvantaged are less likely to have aspirations for future education at university level and sometimes even to make appropriate post 16 choices. (Sutton Trust report 2023)
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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 above 0.52, at least in line with our best for non PP.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through performance and learning in lessons and work reviews.
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 and the Big Quiz. High completion rates for online maths and science programmes, and written homework at KS4.
To achieve and sustain improved wellbeing (including, socialisation, enjoyment and opportunities) for all pupils, including those who are disadvantaged.	Sustained good to high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys • A significant increase in participation in CharacterEd activities, particularly among disadvantaged pupils.
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%

	<ul style="list-style-type: none"> • There is no significant gap in attendance between PP and non PP
Raising aspirations to ensure no pupils are NEET and all make appropriate and ambitious choices for post 16 study	100% of year 11s enter post 16 education or employment routes appropriate to them.

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.

Pupil premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits eligible pupils.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £215,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Reading age tests enable us to carefully group our year 7s, 8s and 9s.</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>	2
<p>Literacy interventions</p> <p>We use the data from the DRA and the NGRT to establish reading interventions for year 7, year 8 and year 9.</p> <p>We use RWI by Ruth Miskin.</p> <p>We also run a bespoke TTRP grp as a small group supported by a TA.</p>	<p>Read Write Inc</p> <p>Direct Instruction</p> <p>Bespoke TTRP</p>	2, 3

EAL support (testing and TA instruction with Flash Academy).		
<p><i>Developing independent study skills.</i></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 (Sparx Maths and Sparx Reader and Kay Science).</p>	<p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	3, 4
<p><i>Enhancement of our maths teaching</i></p> <p>Very experienced department</p> <p>Purchasing specialist calculators</p> <p>Sparx</p> <p>Sparx club</p> <p>School visits - GLT schools</p>	<p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	1
<p><i>Improving the quality of teaching and curriculum</i></p> <p>Appointment of a Lead Practitioner in English.</p> <p>Appointment of an experienced 2i/c in English</p> <p>Good to Great Programme</p> <p>Lead Practitioner Designate Programme</p> <p>Visits to other GLT schools</p>		1,2,3

Payment to staff for examining GCSE papers MA STEM NPQL Equipment packs and pencil cases given to every child and replaced free of charge Chromebooks for PP pupils Self Quizzing Books Vocabulary books years 7-9 Revision guides for all year 11, every subject Parent support events year 10 and year 11		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
English / maths intervention DI training Visits to other GLT schools Class sizes for lowest sets in maths and science Read Write Inc Implementation RWI delivered by graduate TAs	Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1,2

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

Budgeted cost: £160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mental Health support</p> <p>Adoption of Mental Health First Aid Training for 3 more members of staff, working across the school.</p> <p>Creation of The STAR Mental Health Provision</p> <p>External agency workshops</p> <p>Counselling</p> <p>Reaching Higher Mentoring service</p> <p>Appointment of a conduct mentor to support students in a</p>	<p>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:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>The STAR supports students with their mental health, and recognises students with barriers to attending school or accessing an education. Promotes support and agency referrals. The STAR is managed by the Pastoral Support Manager/Senior Mental Health Lead.</p> <ul style="list-style-type: none"> - The STAR offers a Tutor group which provides a breakfast club - School counselling is based in the STAR which students can self refer to. - Development of the mental health and wellbeing garden 	4,5

<p>negative cycle of behaviour</p> <p>Mentoring services</p> <p>Reaching Higher</p> <p>Triage mentor to support student conduct team</p> <p>Ready to Learn mentor</p>		
<p>Attendance</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Attendance/support officers.</p> <p>Enhanced Attendance staffing</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 such as uniform, lunches, equipment, trips.</p>	4
<p>Contingency funds</p> <p>For acute issues.</p>	<p>Co-ordinated package of support for students facing challenging situations.</p>	3, 4
<p>Raise aspirations</p> <p>Careers services to raise aspirations of all pupils and ensure no NEETs:</p> <p>Brilliant Club</p> <p>Trips to colleges</p> <p>STEM club experiences</p> <p>Year 9 Trip to Sussex University</p>		4, 5

<p>1:1 careers meetings with external providers</p> <p>TLR post holder for 'Excellence' targeting Pupil Premium and High attaining pupils</p> <p>Raffle to fund 3 PP pupils to go to Spain and France</p>		
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Total budgeted cost: £ 396,000

Part B: Review of outcomes in the previous academic year

☰ OPH - Pupil Premium Strategy 2022/23

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year.

In 2023, disadvantaged pupils achieved an overall progress 8 of 0.15. This included a P8 in Maths of 0.27 and in English of -0.03. These results for disadvantaged pupils are higher (significantly so in Maths) than the overall national and borough average for *all* pupils in these metrics.

The outcomes of the school have improved significantly and this improvement is reflected in both pupil premium and non-pupil premium groups, which shows that the positive changes in the school have benefited everyone. However, the gap between the outcomes of PP and non-PP pupils must narrow further.

Whilst we aim to provide all our pupils with everything that they need to achieve outstanding outcomes, we do provide targeted support for our disadvantaged pupils. All pupil premium pupils in Year 11 are given revision guides in every subject. Additionally, much of the tutoring programme has focused on supporting these pupils. We also provide supervised silent working areas for Year 11 students at lunch time and after school until 4.45pm, staffed by SLT and the HoY. A major focus is explicitly teaching students how to revise, which we believe will benefit our disadvantaged pupils more.

Attendance

In 2022 to 2023 attendance was 89.6% with Pupil Premium attendance at 86.6%. Students whose attendance is lower than 95% are supported by our rigorous attendance processes and pastoral support. A first day call is made to parents and carers for every child who is absent from school. Parents are sent letters reminding them about the importance of their child attending school every day and nudge texts are also sent. We also identify the needs of each child and families and use the pupil premium to fund support for those students with recognised barriers. Support can include accessing The STAR Tutor group and breakfast club, providing uniform, and attendance rewards and incentives. Our students are also able to access the school counselling provision.

Personal Development

Through form tutors, Heads of Year, SLT, the Welfare Team, our Ready for Learning mentor, Social Worker and School Counsellor, we provide strong pastoral support. Disadvantaged students are closely monitored to ensure that they have what they need, are ready for the day so that they can perform at their very best.

The introduction of the new house system, which celebrates the diversity of our community, will further enhance this support of our students.

The Safeguarding Team, Head of Year, SENCO, Senior Mental Health Lead and Attendance Officer meet fortnightly to discuss issues for the most disadvantaged and vulnerable students. Strategies are put into place to support students in their specific area of need.

Character Education: All KS3 students are required to attend at least one character club per fortnight and many choose to attend more. The engagement of disadvantaged students is closely monitored by the Assistant Headteacher for Culture, who directs teachers, Heads of Department and Heads of Year to target and monitor these students' attendance at their clubs. Our Character Points system allows all students' successes to be acknowledged and celebrated.

The PSHE and RSE programmes cover the range of mandatory topics and the subjects which are important and relevant to our cohort of students.

Student leadership: Disadvantaged students are identified and encouraged to apply to become prefects and develop their leadership skills.

Our Careers team work closely with Heads of Year, form tutors and the pupils themselves to prepare pupils for future success in education, employment or training. Disadvantaged students are targeted first for one to one sessions with our careers advisor.

The TLR post holder for 'Drive' provides opportunities for students to develop their STEM skills and the TLR Post holder for 'Excellence' for activities to stretch and challenge disadvantaged students.