

## Orchard School Pupil Premium Strategy 2018-19

The Orchard School plans careful interventions for students eligible for Pupil Premium Funding based on national and school evidence, but recognises the importance of quality teaching to improve outcomes for all of our students.

1. Summary information					
<b>School</b>	The Orchard School			<b>Type of SEN (eg.PMLD/SLD/MLD etc.)</b>	SEMH
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	57,885	<b>Date of most recent PP Review</b>	September 2018
<b>Total number of pupils</b>	90	<b>Number of pupils eligible for PP</b>	55	<b>Date for next internal review of this strategy</b>	February 2019

Attainment 2017-18	
Pupil Premium Pupils	Non Pupil Premium Pupils
70% of KS2 Pupil Premium pupils are making expected or better progress in Maths.	17% of KS2 Non-Pupil Premium pupils are making expected or better progress in Maths.
55% of KS2 Pupil Premium pupils are making expected or better progress in English.	17% of KS2 Non-Pupil Premium pupils are making expected or better progress in English.
54% of KS3 Pupil Premium pupils are making expected or better progress in Maths.	63% of KS3 Non-Pupil Premium pupils are making expected or better progress in Maths.
62% of KS4 Pupil Premium pupils are making expected or better progress in Maths.	50% of KS4 Non-Pupil Premium pupils are making expected or better progress in Maths.
71% of KS3 Pupil Premium pupils are making expected or better progress in English.	75% of KS3 Non-Pupil Premium pupils are making expected or better progress in English.
76% of KS4 Pupil Premium pupils are making expected or better progress in English.	70% of KS4 Non-Pupil Premium pupils are making expected or better progress in English.

2. Barriers to future attainment (for pupils eligible for PP )		
In-school barriers		
i	Errant behaviour and a poor attitude to learning prevents rapid or expected progress.	
ii	Difficulties with language and/or numeracy skills, leading to difficulties accessing the learning across the curriculum.	
iii	Emotional vulnerability and lack of emotional resilience to cope in and out of the classroom.	
External barriers		
iv	Lack of enrichment and experiences outside of school having a detrimental effect on social development and communication.	
3. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Individual pupil's negative behaviour addressed and strategies deployed to improve conduct and attitudes towards learning.	Fewer students displaying incidents of challenging behaviour, as recorded on school Class Charts System.
B.	Improved progress for targeted individuals in Literacy and Numeracy across Key Stages 2-4.	Under performing pupils make good progress in line with expected level of progress, as evidenced through accreditation achievement at the end of Key Stage 4 and the school assessment tracking programme, Pupil Asset.
C.	Pupils develop their resilience to adversity and their well-being is enhanced.	Identified students develop understanding and control of their emotions, managing their own welfare with support, as evidenced through EHCP and Boxall profiling where appropriate.
D.	Individual students experience extra-curricular activities and develop social and communication skills.	Pupils engage in activities that enhance their personal development and allow them to build rapport with others, evidenced through EHCP progression and Boxall Profiling where appropriate.

4. Planned expenditure					
Academic year	2018-2019				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Increased progress in Reading, Writing and Mathematics for Pupil Premium students.  B. Pupil Premium students will be challenged to develop their literacy and numeracy progress	Additional literacy and numeracy support – Two specialist HLTAs to plan and deliver targeted individual intervention programmes to close the gap and increase pupil progress	NFER (2015) Report recommended a focus on high quality teaching/intervention	Agreed actions to be monitored by Leadership Team. Use of Pupil Asset to support analysis of attainment and progress of Pupil Premium children	CA / RM	March 2019 and July 2019
	Senior Leaders to closely analyse data and discuss each Pupil Premium child each term			AL/PK	Pupil Progress meetings
	Pupil Progress Meetings – release time to discuss progress of all children and agree actions to ensure identified children make accelerated progress	NFER (2015) report noted successes from using frequent, rather than one-off assessment and decision points.	Interventions and other actions will be identified for class teachers to implement.		
Total budgeted cost					
Interventions Co x2					£27,932
Total budgeted cost for “Quality teaching”					£27,932

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Increased progress in Reading, Writing and Mathematics for Pupil Premium students.</p> <p>B. Pupil Premium students will be challenged to develop their language communication and social skills</p>	<p>To run a KS3 nurture group targeted at specific pupils</p> <p>Boost 1:1 targeted intervention time.</p>	<p>Pupils with low attendance or significantly challenging behaviours struggle to access the curriculum – see Class Charts records/ attendance records (ME).</p> <p>Pupils with learning difficulties, both cognitive and social, find it difficult to access the learning.</p> <p>Opportunity for immediate feedback, repetition and direct instruction in those areas key to pupil understanding which can be selected using (resources available) suitably adapted to meet pupil needs.</p>	<p>Regular review of Pupil Progress data.</p> <p>Focus on identified pupils that need to make accelerated progress</p> <p>Boxall Profiling</p>	CA /RM	March 2019 and July 2019
<p>C. Pupils develop their resilience to adversity and their well-being is enhanced.</p>	<p>Learning mentors</p>	<p>EHCP development takes into consideration the experience and advice of a range of practitioners with experience in their fields.</p> <p>Curriculum planning places the students at the centre of the process.</p>	<p>Regular review of Pupil Progress data</p> <p>Focus on identified pupils that need to make accelerated progress.</p>		

<b>Total budgeted cost</b>					
Total budgeted cost for "Targeted Support"					£9,310

**iii. Other approaches (including links to personal, social and emotional wellbeing)**

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D: Individual students experience extra-curricular activities and develop social and communication skills.	Band Skills				
	The Know Project	The KNOW Project provides unique and specialist services to support young people at risk of sexual exploitation, or those at risk of entering the criminal justice system, or those at risk of social or economic exclusion through difficult lifestyle experiences or negative choices.	Regular meetings with the provider feedback/conversations shared	CC	March 19
	Establish sensory Rooms (Pri/Sec)	Sensory environments can be highly absorbing, providing a moment of comfort and calm for overactive and distressed individuals, and helping inactive individuals to feel better engaged. This improves focus and helps pupils to self regulate their own behaviour.	Look at number of pupils engaging in room and engagement during and after use.	AL/PK	March 19

<b>Total budgeted cost</b>					
Band Skills					£ 7,020.00
The Know Project					£ 3,900.00
Learning Resources					£ 1,872.00
Sensory Room					£ 7,851.00
Total budgeted cost					£20,643.00



