



Orchard Primary School

Pupil Premium Strategy Statement

Orchard Primary School is a single-form-entry primary (5–11) with an attached Pre-school and Wrap-around Care, in Pershore, Worcestershire. Recent results show strengths, eg phonics pass rate, MTC strong performance for some cohorts, but also areas of need - KS2 Reading/Writing/Maths combined 50% (2024–25) below national (62%), EYFS GLD for disadvantaged lower than peers, and identified barriers including early oracy, high SEMH demand, limited out-of-school opportunities, attendance concerns and historically low parental aspiration. The strategy is therefore tailored to that profile.

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Orchard Primary School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	22.7%
Academic year that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	January 2026 Revised February 2026 Reviewed July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Sarah Bitcon, Headteacher
Pupil Premium Lead	Sarah Bitcon
Governor Lead for disadvantaged pupils	Louise Nightingale
Trustee Lead for disadvantaged pupils	Floriane Fidegnon-Edoh

Funding Overview

Detail	Amount 25-26	Amount 26-27
Pupil premium funding allocation this academic year	£63,630	£54,250
Recovery premium funding allocation this academic year	£0	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	
Total budget for this academic year	£63,630	£54,250

Part A: Pupil Premium Strategy Plan

Statement of Intent

Orchard Primary and Pre-school has a strong vision and a belief that all children can achieve the highest standards if they are inspired and engaged by quality first teaching and learning. All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment

Ultimate objectives for disadvantaged pupils:

- Ensure that every disadvantaged pupil (pupil premium eligible) at Orchard Primary and Pre-school achieves strong, age-appropriate progress and attainment in reading, writing and mathematics and leaves Year 6 prepared for secondary school with confidence and ambition.
- Narrow and ultimately eliminate the attainment and opportunity gaps between disadvantaged pupils and their peers by addressing early language and oracy gaps, improving attendance and engagement, increasing rich curricular and cultural experiences, and strengthening social, emotional and mental health (SEMH) and family capacity to support learning.
- Ensure disadvantaged pupils develop oracy, vocabulary and metacognitive skills so they can access the full curriculum, communicate their learning and succeed in national assessments and beyond.

How this strategy works towards those objectives:

- This strategy follows the DfE "Menu of Approaches" framework: Tier 1 High-Quality Teaching (universal curriculum, teacher CPD, metacognition), Tier 2 Targeted Academic Support (NELI-style and phonics interventions, one-to-one/small group tuition, teaching assistant deployment) and Tier 3 Wider Strategies (attendance work, family support, SEMH provision, enrichment).
- Interventions and approaches have been chosen on the basis of high-quality evidence (primarily Education Endowment Foundation guidance and trials). Each activity is explicitly cross-referenced to the DfE tiers and to the key local barriers at Orchard Primary School.
- The strategy is implemented with a focus on fidelity, monitoring and evaluation: Clear success criteria, regular progress reviews (half-termly), staff training and coaching, and adjustments driven by assessment and family engagement.

Key principles that guide the strategy:

- Evidence-led: Use high-quality evidence (EEF, validated trials such as NELI) to select and design approaches and adapt them to our context.
- Early and targeted: Prioritise Early Years oral language and Reception interventions so gaps are addressed before they widen.
- High-quality teaching first: Invest in CPD (metacognition, quality-first teaching, subject knowledge—especially maths and reading) **so interventions supplement, not replace, excellent classroom teaching.**

- Integration and coherence: Link targeted support explicitly to classroom curriculum and assessments to avoid pupils missing essential lessons.
- Whole-child approach: Combine academic support with attendance work, SEMH and family partnership to remove non-academic barriers to learning.
- Proportionate resourcing: Use Pupil Premium funding in targeted, monitored ways that maximise impact for disadvantaged pupils in our single-form entry context.
- Inclusion: Ensure SEND pupils who are disadvantaged receive adjustments that combine SEND best practice with evidence-based PP approaches.

Challenges

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

Challenge number	Detail of challenge
1	School readiness, with a focus on oracy - speech and language. Disadvantaged pupils typically enter EYFS with social, linguistic and communication skills below those of pupils nationally.
2	High levels of deprivation leading to a large child protection workload and SEMH support for our pupils.
3	Restricted curriculum breadth and cultural capital: Many disadvantaged pupils at Orchard Primary have limited experiences beyond the local area, restricting general knowledge, vocabulary and the ability to make cross-curricular connections.
4	Poor attendance and persistent absence: Disadvantaged pupils have higher absence/persistent absence and family confidence issues; this reduces exposure to quality teaching and interventions. <i>Evidence:</i> <i>Our attendance data over the last academic year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</i> <i>Pupil Premium - 89.96%</i> <i>Non-Pupil Premium - 93.83%</i> <i>32% of disadvantaged pupils have been 'persistently absent'.</i>
5	Low parental aspiration and capacity to support learning: Some families have low expectations or limited resources/skills to support home learning, limiting progress (and sometimes engagement with school opportunities).

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 early language and oracy for disadvantaged children in EYFS / Reception	By end of 2026/27 Reception disadvantaged cohort: Proportion reaching ELGs for Communication and Language / Speaking and Early Reading increases by at least 20 percentage points for targeted children (measured termly with LanguageScreen / teacher assessment). Targeted Reception children make at least +4 months' progress in standardised language checks after programme block *NELI assessment).
Improved attainment in Reading, Writing and Maths for disadvantaged pupils at KS1/KS2	By Summer 2026, KS2 disadvantaged pupils' combined reading/writing/maths attainment rises from 35% (current disadvantaged Year 6 cohort measure) to at least 60% (narrowing gap with national). Progress measures in reading and maths for disadvantaged pupils show positive trajectory term-on-term (internal progress trackers).
Improved SEMH and readiness to learn	Fewer SEMH referrals for targeted disadvantaged pupils (measured by case numbers and reduction in fixed-term exclusions). Improved routinely measured wellbeing/ engagement indicators (termly teacher-rated scales, ELSA logs, pupil self-report).
Higher attendance and reduced persistent absence among disadvantaged pupils	Reduce persistent absence for disadvantaged pupils by 50% within two years; average attendance for disadvantaged increases to $\geq 95\%$ for most cohorts. Fewer late arrivals and improved punctuality measures.
Stronger family engagement, parental aspiration and home learning routines	Increased take-up of family learning events (targeted parent workshops achieve $\geq 60\%$ of invited disadvantaged families attending across year). Parent survey shows increased confidence supporting reading/maths at home.
Increased cultural capital and wider opportunities	All disadvantaged pupils attend at least two funded enrichment experiences per year

	(residential / music / cultural visits). Improved subject-knowledge checks (vocabulary and retrieval quizzes) across foundation subjects for disadvantaged pupils.
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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

Budgeted cost: £23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD programme on metacognition and self-regulated learning (Lead: SLT; termly twilight + coaching; embed across curriculum) - include modelling, scaffolds, metacognitive question stems and practitioner tools.	EEF Metacognition & Self-Regulated Learning guidance report (EEF) — high-impact, low-cost guidance showing strong effects for disadvantaged pupils when embedded with PD.	1, 3
Subject-focused school CPD to improve the quality of maths teaching (Maths Lead, Trust support, coaching cycles, use of hinge questions and formative assessment) and to implement mastery approaches where appropriate.	EEF: Mastery learning & formative assessment evidence summary (EEF Teaching & Learning Toolkit) — mastery and formative assessment approaches give measurable gains when implemented with fidelity. (See EEF Toolkit entries and guidance resources.)	3
Use of National College for CPD- all staff (£875)	Training for improving teaching and learning and subject knowledge enhancement; strategies for working with vulnerable learners. The National College Remote video CPD for school leaders & teachers	All areas
Training and structured deployment toolkit for Teaching Assistants (TAs) to deliver evidence-based small-group interventions and to co-teach without reducing teacher-pupil interaction.	EEF: Teaching Assistant Interventions guidance (EEF Teaching & Learning Toolkit) — evidence that trained TAs delivering structured programmes can be effective.	1, 2, 3

Employment of additional TA in Reception/Year 1 and KS2.		
Early Years and Reception staff training in oral language strategies (talk-rich classrooms, dialogic story reading, vocabulary instruction) and adoption of an evidence-based programme (NELI-style model / structured language activities) . All staff across the school trained in Voice21.	EEF: Oral Language Interventions (Teaching & Learning Toolkit) and Nuffield Early Language Intervention (NELI) evaluation (Nuffield Foundation) — oral language interventions show high impact, especially for disadvantaged children.	1
Curriculum planning to embed vocabulary development (Word Aware, Art, Steps for Reading) and knowledge-building ("reading for excellence" focus): planned tiered vocabulary, knowledge organisers and subject progression (Trust moderation and resources).	EEF: Oral language and reading comprehension guidance and Toolkit entries (EEF) — linking vocabulary to curriculum boosts comprehension and literacy.	1, 3
Effective feedback and formative assessment training (including use of hinge questions and use of low-stakes quizzing) - ensure feedback practises support disadvantaged pupils more.	EEF: Feedback (Teaching & Learning Toolkit) — feedback strategies provide strong gains and particularly help lower prior-attainers.	1, 3

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

Budgeted cost: £18,700.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reception targeted oral language programme using NELI-style delivery for identified children (20-week small group and 1:1 sessions delivered by trained TA; use LanguageScreen for identification).	EEF: Oral Language Interventions (EEF Toolkit) and Nuffield / NELI evaluation — high impact for Reception, larger gains for disadvantaged children.	1
Phonics and early reading interventions for KS1 and targeted catch-up groups in Years 2–3	EEF: Phonics (EEF Toolkit) — phonics is high-impact for early decoding and benefits disadvantaged pupils.	1, 3

(structured, daily small group phonics sessions - RWI).		
Structured reciprocal reading / reading comprehension groups for identified Year 4–6 pupils to develop comprehension strategies (Steps for Reading).	EEF: Reading comprehension strategies (EEF Toolkit / guidance) — effective approach particularly for disadvantaged pupils.	1, 3
Individualised interventions for pupils with SEND+PP (small-step bespoke programmes, additional HLTA/TA time and specialist input – Steps for Reading, Ark, RWI), with monitoring via Individual Provision Map.	EEF: Special Educational Needs in Mainstream Schools guidance and TA deployment evidence (EEF) — targeted, well-monitored interventions for SEND pupils produce better outcomes when evidence-based and coordinated with teachers.	2, 3

Wider Strategies

Budgeted cost: £33,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school attendance strategy with personalised parental communications (nudge letters, texts reporting days missed, attendance meetings), an Attendance Officer role, and early, tailored responses for vulnerable families.	EEF: Supporting School Attendance guidance and evidence brief (EEF) and EEF rapid review (attendance) — parental communication and tailored, responsive strategies show promise.	4, 5
SEMH capacity building: Increase ELSA and Thrive provision, weekly small-group sessions, and close links with Trust pastoral team and local CAMHS/early help referrals.	EEF: Social and Emotional Learning guidance (EEF) — SEL interventions improve social outcomes and contribute to attainment gains.	2
Breakfast Club, snack time and targeted meal provision for disadvantaged pupils to improve readiness to learn and remove food insecurity barriers to attendance/engagement.	EEF: Breakfast clubs/meal provision evidence (EEF Toolkit themes & related literature) — evidence points to potential benefits for attendance and readiness to learn when barriers are removed. (Attendance guidance highlights meal provision as part of a multifaceted approach.)	2, 4
Family learning and parental engagement programme (termly practical workshops: reading at home, early talk strategies,	EEF: Parental engagement (EEF Toolkit / guidance) — parental engagement yields ~4 months' impact on average; personalised	5, 4

phonics workshops, and targeted home-learning packs), plus text prompts and tailored communications for families.	communications and practical parent support are promising.	
Funded enrichment and cultural visits plus subsidised music lessons for Pupil Premium pupils to build cultural capital, vocabulary and aspiration.	EEF: Arts participation & enrichment evidence (EEF Toolkit entries) — arts and enrichment show positive effects on wider outcomes and can support disadvantaged pupils' engagement and subject knowledge.	3, 5
Targeted mentoring/coaching for older disadvantaged pupils to raise aspiration (careers talks, secondary transition support, mastery of metacognitive strategies for independent study).	EEF: Mentoring (EEF Toolkit) — mentoring offers modest gains for targeted groups and supports engagement/aspiration when well implemented.	5, 3
Improvement in children's physical activity: Sports Coach- £7500 Swimming- £1000	Improvement in children's physical activity: Sports Coach, swimming intervention groups, development of KS2 outdoor space. Increase in children not accessing regular exercise.	1, 5, 6
School trips and visits: £5000	Our surveys have shown that some families have limited access to opportunities outside of school. Trips, and visitors to school, designed to support children's learning and provide opportunities for all children, especially those from disadvantaged backgrounds. Creation of Aspiration Days- link to future careers e.g. visit from STEM-Works. STEM-Works - Science, Technology, Math & Engineering Resources for Kids	1, 5
Increased parental involvement and communication: Purple Mash- £450 MyMaths- £355	MyMaths access at home Purple Mash Data reveals significant link between home participation and children achieving ARE. Focus on Online Safety- Child Safety Online: A practical guide for parents and carers whose children are using social media - GOV.UK (www.gov.uk)	1, 6, 7

Total budgeted cost: £71,850

Monitoring

Leadership and accountability:

- Named governor for Pupil Premium (Louise Nightingale) and Trust link to review strategy termly.
- Headteacher (Sarah Bitcon) and Deputy Head (Matt Bayliss) to review progress each half-term; Pupil Premium Lead to maintain the PP register, track interventions and report to governors termly.
- Senior leader responsible for Attendance & Pastoral to coordinate Tier 3 activity and liaise with local services.

Assessment & identification

- Early language screening in Reception using LanguageScreen to identify children for NELI intervention; progress tracked termly.
- Use internal assessment and Trust assessment systems (Insight) for regular cohort tracking (reading, writing, maths), plus fine-grained checks (phonics checks, MTC, reading comprehension probes).
- All interventions have clear entry/exit criteria and pre/post measures for impact evaluation.

Fidelity & staff development

- CPD calendar with whole-school training days, coaching cycles and EEF guidance resources used for practitioner materials.
- TAs delivering structured interventions will be trained and coached; use session fidelity logs and SLT drop-ins.

Funding & resource approach

- Prioritise Pupil Premium spend on evidence-based interventions (NELI Reception language, targeted tuition, TA training, attendance family outreach, funded enrichment).
- Maintain a transparent summary of PP expenditure and outcomes on the school website as required by DfE.

Monitoring success

- Termly data reviews against intended outcomes; report to governors and to the Trust.
- Use a mixed-methods evaluation: quantitative (assessment outcomes, attendance, behaviour incidents) and qualitative (pupil voice, parent feedback, staff reflections).
- Adjust programmes after each term based on evidence of impact and fidelity.

Summary of Evidence Sources (key references used in this strategy)

- Education Endowment Foundation (EEF) — Teaching & Learning Toolkit and Guidance Reports (primary evidence base for selected approaches; links below):
 - EEF — Oral language interventions (Toolkit): [EEF Oral Language Interventions](#)
 - Nuffield Early Language Intervention evaluation: [Nuffield Foundation — NELI impact](#)
 - EEF — One-to-one tuition (Toolkit): [EEF One-to-one Tuition](#)
 - EEF — Parental engagement (Toolkit): [EEF Parental Engagement](#)
 - EEF — Metacognition & Self-Regulated Learning (Guidance Report, 2nd edition): [EEF Metacognition Guidance \(PDF\)](#)
 - EEF — Supporting School Attendance (reflection, evidence & guidance): [EEF Supporting School Attendance](#)

(Each activity in the tables cites the EEF guidance pages above as the primary evidence source.)

This Pupil Premium Strategy is designed specifically for Orchard Primary and Pre-school's current context (single-form entry, strong phonics, areas of need in EYFS oracy, SEMH demands, attendance and cultural capital) and aligns to the DfE Menu of Approaches. The interventions selected prioritise early language and high-quality classroom teaching supported by targeted tuition and by family/attendance work. Progress will be reviewed and reported termly; interventions will be changed if evidence of impact and fidelity is not clear.

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 2025 to 2026 academic year.

Our Pupil Premium strategy has had a significant positive impact on both academic outcomes and the wider experiences of our disadvantaged pupils over the past year.

The teaching and targeted strands of the strategy have had a significant impact on attainment:

Children attaining Age-related expectations at the end of the year because of the combined input

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	4/4	¾	4/6	5/10	6/8	5/7	4/4
NA 63%	100%	75%	66%	50%	75%	71.4%	100%
Writing	4/4	¾	4/6	4/10	5/8	6/7	4/4
NA 59%	100%	75%	66%	40%	62%	85%	100%
Maths	4/4	¾	4/6	4/10	4/8	5/7	4/4
NA 61%	100%	75%	66%	40%	50%	71.4%	100%
Combined	4/4	¾	4/6	3/10	4/8	5/7	4/4
NA 47%	100%	75%	66%	30%	50%	71.4%	100%
GLD	100%						
Phonics		100%					
MTC					6 children were able to take the test and of those 75% passed with full marks Average score 22.8		
Attendance	94.4%	87.2%	92.9%	92.3%	87.2%	93.5%	95.1%
National 24-25 89.5%			Up 2% on last year	Up 1% on last year	Up 7.25% on last year		

The impact of the Wider Strategies:								
Activity	Impact							
Whole-school attendance strategy with personalised parental communications (nudge letters, texts reporting days missed, attendance meetings), an Attendance Officer role, and early, tailored responses for vulnerable families.								
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Attendance	94.4%	87.2%	92.9%	92.3%	87.2%	93.5%	95.1%
	National 24-25 89.5%			Up 2% on last year	Up 1% on last year	Up 7.25% on last year		
	We have seen improvements in attendance for all PP children and currently have 4 that are still receiving targeted support.							
SEMH capacity building: Increase ELSA and Thrive provision, weekly small-group sessions, and close links with Trust pastoral team and local CAMHS/early help referrals.								
	This year, eight children have benefited from ELSA (Emotional Literacy Support Assistant) sessions , receiving targeted support to develop their emotional wellbeing, resilience, and social skills. Our Thrive Practitioner provides a daily welcoming presence on the school gate and supports children during playground times, helping to build positive relationships and ensure pupils feel safe and supported throughout the school day. In addition, six children have been supported through mentoring programmes , while five children are actively engaged with WEST , accessing personalised support to help meet their individual needs. These interventions have contributed positively to pupils' wellbeing, engagement, and readiness to learn.							
Breakfast Club, snack time and targeted meal provision for disadvantaged pupils to improve readiness to learn and remove food insecurity barriers to attendance/engagement.	This year, children have enjoyed 380 boxes of cereal and 190 crates of fruit, which have been accessible to all pupils. The provision of these healthy food options has contributed to improved behaviour during playtimes, a reduction in lateness, and a positive impact on learning by ensuring children are settled, focused, and ready to engage in lessons.							
Family learning and parental engagement programme (termly practical workshops: reading at home, early talk strategies, phonics workshops, and targeted home-learning packs), plus text prompts and tailored communications for families.	Parents have responded positively to text messages and the information shared through Arbor. Reception workshops have been well attended, with many families bringing extended family members to take part. Families have also begun to engage more positively with WEST, strengthening home-school relationships and							

	increasing access to the support and opportunities available.
Funded enrichment and cultural visits plus subsidised music lessons for Pupil Premium pupils to build cultural capital, vocabulary and aspiration.	• All Pupil Premium pupils have accessed free or subsidised trips, visitors to school and music tuition. • Rec- Butterfly Farm, Tiddler Town, Zogg Theatre trip, Music Festival. • Year 1- Tiddler Town, Abbey, Three Counties Show, Zogg Theatre trip. • Year 2- Warwick Castle, History Man, Scarf Life Bus. • Year 3- History Man, Three Counties Show, Scarf Life Bus. • Year 4- History Man, Residential Trip, Cinema Trip- How to Train a Dragon, Scarf Life Bus. • Year 5- History Man, BFG Theatre Trip, Monks Day, keyboard lessons, We will Rock You, Think Tank, Cinema Trip- How to Train Your Dragon, Scarf Life Bus, God and the Big Bang Theory. • Year 6- Bell-boating, Conover Residential Trip, BFG Theatre Trip, Think Tank, Cinema Trip- How to Train Your Dragon, Scarf Life Bus. • Whole school- Abbey trips, whole school production at Number 8 Theatre, circus skills, Pershore Carnival, Severn Trent Water, Water Safety, swimming.
Targeted mentoring/coaching for older disadvantaged pupils to raise aspiration (careers talks, secondary transition support, mastery of metacognitive strategies for independent study).	We have worked with MentorLink supporting a significant group of Year 5 and 6 children.
Improvement in children's physical activity:	• All children in Years 1 to 6 have participated in swimming lessons this year, and 100% of Year 6 pupils can swim. This achievement reflects the school's commitment to ensuring that every child develops this essential life skill. • The Sports Coach has delivered targeted small-group sessions each lunchtime, alongside larger open-access activities.

	These sessions have successfully encouraged greater participation in physical activity, while also supporting the development of social skills, teamwork, confidence, and positive playtime behaviour.
- Increased parental involvement and communication: - Purple Mash- £450 - MyMaths- £355	We have added Arbor (MIS).

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
SEMH programme	ELSA
Phonics Programme	RWI
PSHE	Coram SCARF
Enrichment	Severn Arts Music / History Man
Language	Neli / Voice 21 / Word Aware
Maths curriculum	Ark / MyMaths
Early Reading	RWI
Reading development	Accelerated Reading / Steps for Reading
Curriculum	PurpleMash