

Pupil premium strategy statement – The Orchard School

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 outcomes for disadvantaged pupils last academic year0.

School overview

Detail	Data
Number of pupils in school	111
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Aaron Janes (Chair of Governors)
Pupil premium lead	Luke Mussett
Governor / Trustee lead	Lee Cooper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 97368.98
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 00.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 97368.98

Part A: Pupil premium strategy plan

Statement of intent

At The Orchard School, our Mission – *Everyone Matters, Everyone Cares* – drives every aspect of our work. We are a specialist provision for pupils with social, emotional, and mental health (SEMH) needs, and we are committed to ensuring that disadvantage is never a barrier to learning, wellbeing, or success.

Our Pupil Premium strategy is aligned with our school improvement plan, embedding Therapeutic Thinking, relational practice, and our new KS3 primary model to better meet the needs of our pupils. The strategy focuses on three key areas:

- High-quality, inclusive teaching and curriculum access
- Targeted academic and therapeutic interventions
- Wider support for wellbeing, attendance, and engagement
- We are also investing in professional development to build a sustainable model of support where all staff understand, plan for, and respond to the needs of disadvantaged learners. Our aim is to improve engagement, raise aspirations, and equip pupils with the skills and confidence to thrive within and beyond school.

Challenges

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

Challenge number	Detail of challenge
1. Complex SEMH needs	All pupils present with SEMH profiles, often with co-occurring trauma or unmet attachment needs
2. Low literacy and reading fluency	Many disadvantaged pupils enter significantly below age-related expectations
3. Poor school attendance	Attendance is a persistent barrier, often linked to home context or anxiety
4. Behavioural dysregulation	Emotional dysregulation often disrupts access to learning, particularly in KS3 and KS4
5. Limited access to wider life experiences	Many pupils have restricted access to enrichment, impacting social and cultural capital

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 emotional regulation and readiness to learn	Fewer protective consequences, increased engagement in class
Improved reading fluency and literacy	Pupils make measurable reading age gains through targeted intervention
Increased attendance for disadvantaged pupils	Attendance improves term-on-term, fewer pupils persistently absent
Increased access to enrichment and aspirational opportunities	Pupil participation in wider curriculum and off-site learning improves

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 0.00

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £53140.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading intervention and phonics catch-up	EEF Toolkit – high impact for low cost	2 (Low literacy)
1:1 and small-group tuition (Reading & SEMH)	Tailored support for EHCP targets and engagement	1 (SEMH), 2 (Literacy), 4 (Dysregulation)

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

Budgeted cost: £26570.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family and attendance mentoring	Pastoral review data and Arbor trends	3 (Attendance)
Enrichment activities and educational visits	Access to cultural capital, engagement	5 (Life experiences)
Parent engagement workshops	Builds trust and home-school consistency	3 (Attendance), 5 (Life experiences)

Total budgeted cost: £97368.98

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Prior to 2024–25, there was no formal Pupil Premium strategy in place. This academic year marks the beginning of a structured, strategic approach to using Pupil Premium funding under new leadership.
- Key foundations have been established, including the introduction of:
 - A clearly defined Mission, Vision, and Values framework
 - Therapeutic Thinking and relational practice across the school
 - A revised KS3 model to improve emotional regulation and readiness to learn
 - Targeted reading interventions, tuition, and therapeutic packages
- While national assessment data is limited for our context, early impact is evident in:
 - Reduced use of protective consequences and exclusions
 - Improvements in pupil engagement and emotional regulation
 - Reading age gains among targeted pupils
 - Increased participation in off-site enrichment
- These outcomes are being tracked through internal assessment, pupil progress meetings, and attendance data. This baseline year will inform a full three-year Pupil Premium Strategy from September 2025.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Forest School	Willowbank
1:1 Counselling	C Harding Counselling

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

How our service pupil premium allocation was spent last academic year

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The impact of that spending on service pupil premium eligible pupils

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Further information (optional)