Pupil premium strategy statement – Orchards C of E Academy 2025-2026

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 year.

School overview

Detail	Data
Number of pupils in school	329
Proportion (%) of pupil premium eligible pupils	45.16%
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)**	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Damien Homden Headteacher
Pupil premium lead	Tara Banks Deputy Headteacher
Governor / Trustee lead	Christopher Mackett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£276,885
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*	£276,885

Part A: Pupil premium strategy plan

Statement of intent

At Orchards C of E Academy, we have the highest expectations for all of our children regardless of their background. The decisions that we make to best support the academic as well as social and emotional development for all of our pupils is routed in academic research, is evidence-informed and has proven impact. Using sources such as the EEF, we strive to provide all of our students with the very best support in school so that ever child, whether from a disadvantaged background or not, are equipped to positively engage and contribute in their next stage of education and beyond into their future lives.

Demography and School Context

Orchards C of E Academy is a Diocese of Ely Multi Academy Trust school located in Wisbech, Cambridgeshire. The school is a larger than average sized primary school with a Nursery which is situated in a deprived area. There are 372 pupils on roll. 45% of pupils are Pupil Premium, 54% are FSM6, 23% pupils with SEND and 47% with EAL. 6% of pupils have EHCPs which is double the national average. In year admissions continue to be fluid year on year with many students with either SEND or EAL moving into the catchment area. The Fenland area was assigned an IMB (IDACI) score in 2019 of 0.21. Orchards is the only school within Cambridgeshire (266 schools in total) within the top 10% level of deprivation according to the IDACI.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

	2023		2024		2025	
School number on roll	Above average	418	Above average	400	Above average	401
School % FSM6	Well above average	52.28	Well above average	54.93	Well above average	53.93
Local area % FSM6	Well above average	41.23	Well above average	42.10	Well above average	41.68
School % SEN support	Above average	16.99	Above average	17.25	Well above average	22.19
Local area % SEN support	Close to average	14.95	Close to average	16.32	Well above average	20.82
School % EHC plan	Well above average	5.74	Well above average	6.25	Above average	5.74
Local area % EHC plan	Well above average	5.39	Above average	5.04	Close to average	4.20
School % EAL	Well above average	52.20	Well above average	50.00	Well above average	52.10
Local area % EAL	Well above average	45.40	Well above average	44.80	Well above average	44.30
School % CIN	Above average	6.94	Close to average	4.75	Close to average	3.24
Local area % CIN	Close to average	4.35	Close to average	4.15	Close to average	2.90
School % stability	Close to average	77.23	Close to average	74.11	Below average	78.06
School pupil base deprivation	Well above average		Well above average		Well above average	
Local area pupil base deprivation	Above average		Above average		Above average	
School location deprivation	Well above average		Well above average		Well above average	

As a school, our SEND first approach looks to ensure that our ordinarily available offer to all pupils – including those with SEND and/or our deprived pupils – have access to the highest quality teaching and learning within the classroom. We strive to ensure that as many needs and difficulties are addressed and supported through inclusive classroom design and by high-quality teaching practices. Where top-up or keep-up interventions are required, we ensure that these are delivered to the highest quality to ensure that their impact is maximise and time out of class for any pupils is minimised. We are looking to raise the academic performance of all of our pupils whilst ensuring that gaps between pupils compared with all identified vulnerable groups are minimised or eliminated.

Formative assessment, summative assessment, data driven conversations and other diagnostic evaluations will aid us to support pupils with gaps in their understanding and knowledge rather than inadvertently placing ceilings or barriers to further learning for all pupils – including those who are disadvantaged.

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*

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

Principles

o *We ensure that teaching and learning opportunities meet the needs of all the pupils*
o *We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed*
o *In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged*
o *We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.*
o *We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.*

Ultimate Objectives:

o *To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also with internal school data.*
o *For all pupils - including disadvantaged pupils - in school to exceed nationally expected progress rates in order to reach age related expectations at the end of Y6 and thus achieve GCSE English and Maths.*
o *To provide an education to all of our pupils that will allow them to flourish in their next stage of education and in their later lives as well as foster a life-long love of learning.*

Challenges

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

Challenge number	Detail of challenge
1	Over the past 3 years, the attendance of Pupil Premium children has been below than that of non-Pupil Premium children.

	2024-2025 Attendance data
	Groups Attendance ∨ Overall — 91.9% Male — 91.5% Female — 92.2% PP — 89.6% FSM Ever6 — 89.6% SEN — 87.1% EAL — 94.3% (axis: 85%, 87%, 89%, 91%, 93%, 95%, 97%, 99%)
2	Statutory assessment data indicates that attainment among Pupil Premium children is below that of non-Pupil Premium children. 2024-2025 KS2 data **Diminish the Difference** Expected Attainmen ∨ ○ Boys & Girls ● Disadvantaged & Others ■ Disadvantaged ■ Others Reading — Disadvantaged 37.9%, Others 64.5% Writing — Disadvantaged 44.8%, Others 58.1% Maths — Disadvantaged 44.8%, Others 58.1% RWM — Disadvantaged 37.9%, Others 48.4% Reading & Maths — Disadvantaged 37.9%, Others 54.8% (axis: 0%, 10%, 20%, 30%, 40%, 50%, 60%, 70%, 80%)
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral spelling skills and vocabulary gaps among many disadvantaged pupils in KS2. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Within our school, a significant number of pupils have multiple factors of vulnerability. 23% of our cohort are currently (Sept 2025) on the SEN register. Whereas 74% of our pupil premium children are on the SEN register and 23% of children who are on the SEN register are both pupil premium and have English as an additional language. These pupils, with multiple factors of vulnerability, are more at risk of underachievement.
5	Observations and interactions with our disadvantages pupils suggest that some of these children have low self-esteem and or social difficulties. This can, in disadvantaged and other pupils, present as difficult

	behaviours and negative interactions especially during playtime or unstructured times.

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
Y1-6 Teachers to ensure that all disadvantaged pupils achieve expected progress and 25% achieve accelerated progress in all core subjects	Data for Pupil Premium pupils through school level assessment, demonstrates accelerated progress and improved attainment outcomes.
Reduce the gap between the progress and attainment made between pupil premium and non-pupil premium children	Gap in attainment and progress both reduced compared to current situation. Less than 5% gap between groups.
Percentage of children passing the phonics screening check is at least 90% with no gap for disadvantaged children	Percentage of children passing the PSC is 90% or greater and no gap is seen for disadvantaged pupils.
Whole school attendance is at least comparable to 2018/2019 levels (pre-pandemic). Attendance data for disadvantaged children is comparable to their peers	Gap is less than 2% 2018-2019 attendance levels = 94.6% overall

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: £ 123,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed SoundsWrite across EYFS-Y6 £13,700	EEF Guidance: Preparing for Literacy	2,3,4

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	
	EEF Guidance: Improving Literacy in Key Stage 1	
	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	
	EEF Guidance: Improving Literacy in Key Stage 2	
	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	
Can Do Maths implementation, CPD and resourcing *£10,000*	EEF Guidance: Improving Mathematics in the Early Years and Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths EEF Guidance: Improving Mathematics in Key Stages 2 and 3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	2,3,4
Online platform and resources to support children in Year 6 *£1,000*	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/edtech-interventions-for-disadvantaged-pupils?utm_source=/education-evidence/evidence-reviews/edtech-interventions-for-disadvantaged-pupils&utm_medium=search&utm_campaign=site_search&search_term=qualit%20first%20teaching	2,3,4
Visualisers for all classrooms to improve modelling and scaffolding in lessons *£2,500*	Evidence shows, through adapting a securing modelling pedagogies, engagement, attention to learning and therefore assessment - pupil outcomes increase (STEP Academy) Peps McCray	2,3,4
Instructional coaching for all staff and ongoing CPD for subject leaders *£15,000*	EEF: Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2,3,4
Increase parental engagement in curriculum workshops particularly in English and Mathematics. £500	EEF: Working with Parents to Support Children's Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1,2,3,4

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA's for in classroom support focused to scaffolding and supporting including in the moment interventions and bespoke teaching based on teacher assessment for English, Maths and PKC. £78,000	Making best use of teaching assistants https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1703030737	1,2,3,4,5
Elklan Communication Chain £3000	https://s3.elklan.co.uk/Blog/Time_to_think	2,3,4,5

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

Budgeted cost: £ 59,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
SoundsWrite intervention training for all staff £750	EEF Guidance: Preparing for Literacy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years EEF Guidance: Improving Literacy in Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 EEF Guidance: Improving Literacy in Key Stage 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2,3,4,5
Can Do Maths training for all staff	EEF Guidance: Improving Mathematics in the Early Years and Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	2,3,4,5

Activity	Evidence that supports this approach	Challenge number(s) addressed
(Maths on track) *£1,500*	EEF Guidance: Improving Mathematics in Key Stages 2 and 3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	
Speech and language training *£1,500*	https://s3.elklan.co.uk/Blog/Time_to_think https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language?approach=teaching-modelling-language&utm_source=/early-years/evidence-store/communication-and-language&utm_medium=search&utm_campaign=site_search&search_term=speech%20and%20langu	2,3,4,5
Teaching Assistants to support with intervention groups/sessions *£52,000*	Making best use of teaching assistants https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1703030737 Teaching assistant interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2,3,4,5
Year 6 boosters 2xteachers once a week £4,000	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send	2,4,5

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

Budgeted cost: £ 93,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive subscription and CPD for Thrive practitioners	EEF Guidance: Improving social and emotional learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1,4,5

£5,200	https://www.thriveapproach.com/impact-and-research/impact-report	
Family worker to support vulnerable families *£35,000*	EEF: Working with Parents to Support Children's Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1,4,5
Premier lunchtime clubs *£8,000*	EFF: Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1,4,5
Forest school resourcing, CPD and qualifications *£5,000*	Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. The process helps and facilitates more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to try stuff out and take risks. Forest School inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it.	1,3,4,5
School trips and visits subsidy *£5,000*	The Influence of Educational Activities During School Trips in Teaching Young Children https://www.europeanproceedings.com/article/10.15405/epsbs.2017.05.02.70	1,4,5
School uniform (where families can't afford it) *£1,500*	EEF guidance: Improving behaviour in schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour We keep a stock of the agreed school uniform items in school to support families. School uniform, including shoes and coats are provided to the families that need them. This increases a child's sense of belonging and identity building. Back in 2007 in a study commissioned by the Schoolwear Association, researchers from Oxford Brookes University ran a series of focus groups with students aged 13–17 to uncover their perceptions around wearing a uniform. Feedback from the teenagers revealed that a consistent dress code meant they didn't have to decide what to wear each day or worry about whether they would be bullied or criticised by their peers. The	1,4,5

	study also found that a uniform promotes commonality among pupils, improves concentration and fosters a sense of pride, especially when they wear it in public.The advantage of wearing a school uniform has become more pertinent at a time when many fear our young people are unhappier than ever before.	
Thrive managed playtimes £1,500	EFF: Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1,4,5
Breakfast club *£13,000*	EEF news: Breakfast clubs found to boost pupils' R,W and M https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=breakfast	1,2,3,4,5
Attendance officer / meetings / workshops £19,235	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	1,2,3,4,5

Total budgeted cost: £ 276,885

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome 1:

EYFS GLD outcomes 2024-2025

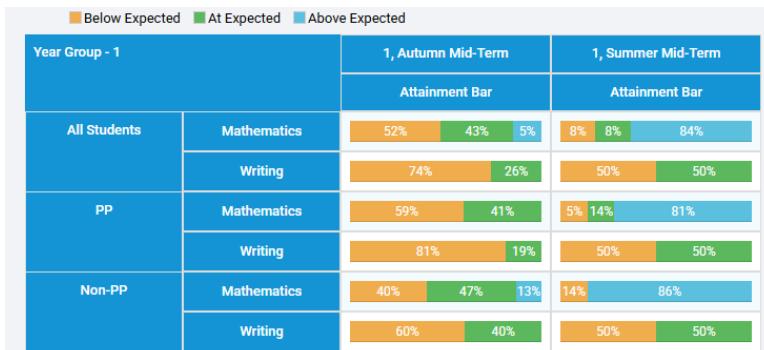*At the end of EYFS, there is a 11% attainment gap between PP and n-PP children.*

Pupil premuim

Pupil premuim				Personal Social & Emotional Development - Self Regulation (PSED)	Physical Development - Gross Motor Skills (PD)	Literacy - Comprehension (LIT)	Mathematics - Number (MAT)	Communication & Language - Comms and Lang (CL)	Understanding the World - Past and Present (UTW)	Expressive Arts & Design - Creating with Materials (EAD)	GLD On Track
			Below	7/18 (38.89%)	6/18 (33.33%)	8/18 (44.44%)	7/18 (38.89%)	7/18 (38.89%)	7/18 (38.89%)	5/18 (27.78%)	8/18 (44.44%)
			At	11/18 (61.11%)	12/18 (66.67%)	10/18 (55.56%)	11/18 (61.11%)	11/18 (61.11%)	11/18 (61.11%)	13/18 (72.22%)	10/18 (55.56%)

Non-pupil premium

Non PP				Personal Social & Emotional Development - Self Regulation (PSED)	Physical Development - Gross Motor Skills (PD)	Literacy - Comprehension (LIT)	Mathematics - Number (MAT)	Communication & Language - Comms and Lang (CL)	Understanding the World - Past and Present (UTW)	Expressive Arts & Design - Creating with Materials (EAD)	GLD On Track
			Below	3/27 (11.11%)	3/27 (11.11%)	8/27 (29.63%)	7/27 (25.93%)	8/27 (29.63%)	7/27 (25.93%)	2/27 (7.41%)	9/27 (33.33%)
			At	23/27 (85.19%)	23/27 (85.19%)	18/27 (66.67%)	19/27 (70.37%)	18/27 (66.67%)	19/27 (70.37%)	24/27 (88.89%)	18/27 (66.67%)

Year 1 Attainment Data

Year Group - 1		1, Autumn Mid-Term	1, Summer Mid-Term
		Attainment Bar	Attainment Bar
All Students	Mathematics	52% / 43% / 5%	8% / 8% / 84%
	Writing	74% / 26%	50% / 50%
PP	Mathematics	59% / 41%	5% / 14% / 81%
	Writing	81% / 19%	50% / 50%
Non-PP	Mathematics	40% / 47% / 13%	14% / 86%
	Writing	60% / 40%	50% / 50%

Legend: Below Expected, At Expected, Above Expected

Year 2 Attainment Data

Year Group - 2		2, Autumn Mid-Term			2, Summer Mid-Term		
		Attainment Bar			Attainment Bar		
All Students	Mathematics	79%	15%	6%	34%	21%	45%
	Reading	39%	6%	55%	30%	6%	64%
	WCPM	43%	4%	53%	30%	8%	62%
	Writing	58%	40%	2%	49%	49%	2%
PP	Mathematics	92%		8%	50%	25%	25%
	Reading	54%		46%	50%	8%	42%
	WCPM	54%	4%	42%	50%	8%	42%
	Writing	62%	38%		58%	42%	
Non-PP	Mathematics	69%	21%	10%	21%	17%	62%
	Reading	28%	10%	62%	14%	3%	83%
	WCPM	35%	3%	62%	14%	7%	79%
	Writing	55%	42%	3%	42%	55%	3%

Year 3 Attainment Data

Year Group - 3		3, Autumn Mid-Term			3, Summer Mid-Term		
		Attainment Bar			Attainment Bar		
All Students	Mathematics	66%	20%	14%	34%	16%	50%
	Reading	42%	4%	54%	30%	10%	60%
	WCPM	40%	4%	56%	36%	8%	56%
	Writing	66%	34%		60%	40%	
PP	Mathematics	64%	23%	13%	43%	3%	54%
	Reading	47%	3%	50%	33%	10%	57%
	WCPM	43%	3%	54%	37%	10%	53%
	Writing	70%	30%		63%	37%	
Non-PP	Mathematics	70%	15%	15%	20%	35%	45%
	Reading	35%	5%	60%	25%	10%	65%
	WCPM	35%	5%	60%	35%	5%	60%
	Writing	60%	40%		55%	45%	

Year 4 Attainment *Data*

Year Group - 4		4, Autumn Mid-Term	4, Summer Mid-Term
		Attainment Bar	Attainment Bar
All Students	Mathematics	66% 24% 10%	35% 41% 24%
	Reading	48% 11% 41%	26% 74%
	WCPM	37% 9% 54%	30% 11% 59%
	Writing	76% 24%	62% 38%
PP	Mathematics	71% 19% 10%	37% 41% 22%
	Reading	64% 12% 24%	35% 65%
	WCPM	52% 4% 44%	37% 11% 52%
	Writing	86% 14%	82% 18%
Non-PP	Mathematics	60% 30% 10%	33% 41% 26%
	Reading	28% 10% 62%	17% 83%
	WCPM	19% 14% 67%	22% 11% 67%
	Writing	67% 33%	41% 59%

Year 5 Attainment *Data*

Year Group - 5		5, Autumn Mid-Term	5, Summer Mid-Term
		Attainment Bar	Attainment Bar
All Students	Mathematics	47% 32% 21%	62% 15% 23%
	Reading	32% 15% 53%	68% 11% 21%
	WCPM	23% 15% 62%	77% 8% 15%
	Writing	62% 38%	77% 23%
PP	Mathematics	65% 28% 7%	62% 14% 24%
	Reading	45% 17% 38%	69% 10% 21%
	WCPM	31% 17% 52%	80% 3% 17%
	Writing	69% 31%	79% 21%
Non-PP	Mathematics	17% 39% 44%	61% 17% 22%
	Reading	11% 11% 78%	67% 11% 22%
	WCPM	11% 11% 78%	72% 17% 11%
	Writing	50% 50%	72% 28%

Year 6 Attainment *Data*

Diminish the Difference — Expected Attainmen ⌄

○ Boys & Girls ● Disadvantaged & Others

■ Disadvantaged ■ Others

Subject	Disadvantaged	Others
Reading	37.9%	64.5%
Writing	44.8%	58.1%
Maths	44.8%	58.1%
RWM	37.9%	48.4%
Reading & Maths	37.9%	54.8%
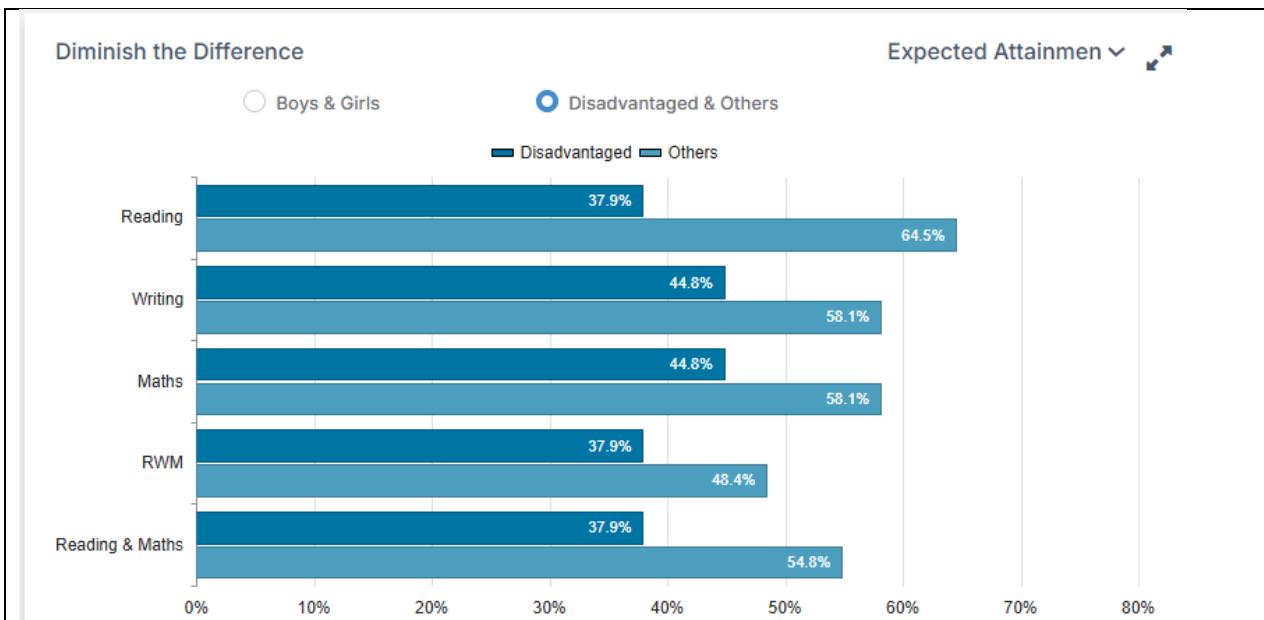
From Y2-5 there is a consistent gap between pupil premium attainment levels compared with non-pupil premium. In the vast majority of subjects and year groups, non-pupil premium children outperform pupil premium children.

PP vs Non-PP

■ PP ■ Non-PP

PP vs Non-PP	ARE Range	Mathematics	Reading	WCPM	Writing
1	1EXS vs 1EXS	PP +9.74%	N/A	N/A	No Gap
2	2EXS vs 2EXS	Non-PP +29.31%	Non-PP +36.21%	Non-PP +36.21%	Non-PP +16.95%
3	3EXS vs 3EXS	Non-PP +23.33%	Non-PP +8.33%	Non-PP +1.67%	Non-PP +8.33%
4	4EXS vs 4EXS	Non-PP +3.71%	Non-PP +17.61%	Non-PP +14.82%	Non-PP +41.4%
5	5EXS vs 5EXS	Non-PP +0.96%	Non-PP +2.3%	Non-PP +7.09%	Non-PP +7.09%
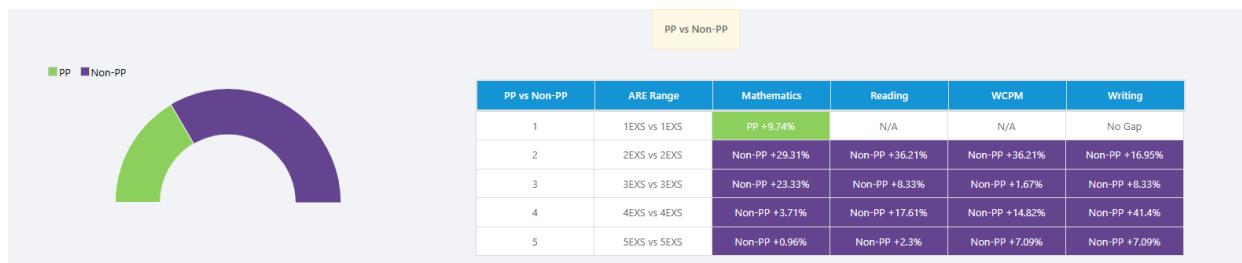
Progress data for 2024-2025

	Subject	% PP children making above expected progress
Y1	Reading	
	Writing	22
	Maths	74
Y2	Reading	4
	Writing	4
	Maths	50
Y3	Reading	19

	Writing	*6*
	Maths	*42*
Y4	*Reading*	*28*
	Writing	*4*
	Maths	*42*
Y5	*Reading*	*14*
	Writing	*0*
	Maths	*28*
Y6	*Reading*	*40*
	Writing	*4*
	Maths	*40*

Outcome 2

Leaders have taken effective action to improve many aspects of the curriculum. With the support of the trust, the school has ensured that the curriculum makes clear what pupils need to know and when they need to know it. Pupils access a broad and balanced curriculum offer. This starts in the early years and builds well as pupils progress through the school. Ofsted 2024

Attendance data for 2024-2025

There is still a large difference in attendance when comparing PP and n-PP children at Orchards. This is an area that will continue to be a focus of the school.

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	334	91.2%	94.8%	Below	Relative decline	High - FSM, High - SEN
2023/24 (3 term)	345	91.1%	94.5%	Below	Relative improvement	High - FSM
2022/23 (3 term)	340	90.4%	94.1%	Below	Relative decline	High - FSM
2018/19 (3 term)	383	94.6%	96.0%	Below	Not available	High - SEN

▶ Chart

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	185	88.6%	92.4%	Below	Relative decline	High - FSM, High - SEN
2023/24 (3 term)	175	89.4%	92.0%	Below	Relative improvement	High - FSM
2022/23 (3 term)	184	88.3%	91.6%	Below	Relative decline	High - FSM
2018/19 (3 term)	137	93.9%	94.4%	Close to average	Not available	High - SEN

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
SoundsWrite	SoundsWrite
Can Do Maths	Buzzard publishing
Elklan training	Elklan
Thrive	Thrive

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**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

*Use this space to provide any further information about your pupil premium strategy.
For example, about your strategy planning, implementation and evaluation, or other
activity that you are delivering to support disadvantaged pupils that is not dependent on
pupil premium funding.*