

Pupil Premium Strategy Statement

The Orchard Centre

(Orchard Centre – 336/1102)

This statement details our school's use of pupil premium (and recovery 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	35
Proportion (%) of pupil premium eligible pupils	46% (16)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	13-11-2023
Date on which it will be reviewed	01-09-2024
Statement authorised by	K. Sandhu
Pupil premium lead	L. Watson
Governor / Trustee lead	B. Stephenson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,630
Recovery premium funding allocation this academic year	£8,856
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
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>	£25,486

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

Our aim is to ensure that all of the young people who attend our service experience opportunities to achieve enhanced outcomes. Our plan aims to ensure gap closure between our disadvantaged and non-disadvantaged young people within our short stay provision. We aim to develop experiences, opportunities and enhanced learning opportunities for all of our young people.

Challenges

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

Challenge number	Detail of challenge
1	<i>Supporting Attendance – our disadvantaged young people have exhibited poor attendance in previous settings prior to attending a PRU. This can be due to:</i> <ul style="list-style-type: none">• SEMH needs• Lack of engagement• Medical needs• Learner not suited to a standard curriculum model.• Lack of intervention
2	Wellbeing & Mental Health Needs – The maintenance of wellbeing for all disadvantaged young people can be a challenge upon joining our provision. This can often be due to: <ul style="list-style-type: none">• Negative experiences in previous setting• A range of unmet needs• Medical needs• Lack of resilience
3	Basic Needs – Many of our disadvantaged young people do not have access to essential items such as: <ul style="list-style-type: none">• Uniform• Food• Equipment
4	Supporting curriculum outcomes - We want to ensure that the right learning outcomes are delivered through a broad and challenging curriculum. This will involve: <ul style="list-style-type: none">• Investment in CPD

	<ul style="list-style-type: none"> • Investment in curriculum resources • Cultural Capital • Engaging partners and stakeholders.
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff to undertake Nurture UK training to develop a specialism of Teaching.</i>	Supports the EEF identified strategies of: <ul style="list-style-type: none"> • Staff CPD • Small group tuition • Mentoring • Social and emotional learning 	1, 2, 4
<i>Use of additional staff in all subject areas to support planning, delivery and assessment.</i>	<ul style="list-style-type: none"> • Individualised instruction • Feedback • Mentoring • Small group tuition • One to one tuition • Reducing class sizes • Social and emotional learning 	1, 2, 4

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional support and Tuition to ensure closing of the gap.</i>	Supports the EEF identified strategy of: <ul style="list-style-type: none"> • One to one tuition 	1, 2, 4

	<ul style="list-style-type: none"> • Additional support • Homework 	
<i>Develop a wide range of intervention activities that are non-academic and enhance wellbeing and behaviour</i>	<ul style="list-style-type: none"> • Behaviour interventions • Social and emotional learning • Mentoring • Aspirations interventions 	1, 2, 4
<i>Expand the therapeutic curriculum offer to develop resilience and communication.</i>	<ul style="list-style-type: none"> • Behaviour interventions • Social and emotional learning • Mentoring • Aspirations interventions • Small group tuition 	1, 2 4

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

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Develop an attendance rewards system to promote regular attendance.</i>	<ul style="list-style-type: none"> • Aspirations intervention • Social and emotional learning 	1, 2 ,4
<i>Provide a range of costed uniform options to ensure that all disadvantaged young people have access to appropriate clothing.</i>	<ul style="list-style-type: none"> • Social and emotional learning • Supports attendance 	3
<i>Develop a wellbeing program of events to support young people's mental health.</i>	<ul style="list-style-type: none"> • Cultural Capital • One to one tuition • Enhance attendance • Social and emotional learning 	1,2,3,4

Total budgeted cost: £ 26,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our annual attendance continues to remain positive, recording 82% for the last academic year which represents a positive value added approach to learner attendance in their prior setting.

Our average points score at GCSE for the last Academic year remains consistent with previous cohorts although previous year's data is not considered within the data set due to COVID.

All learners have undertaken a wellbeing trip to support their mental health within the last academic year. This operates alongside our costed Enrichment programme which aims to support the mental health and wellbeing of cohort.

Curriculum impact recorded an upturn of 92% of lessons observed within the last academic year being at least good. This has increased from 86% the previous academic year.

Externally provided programmes

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

Programme	Provider