



Orchard Park High School **Pupil Premium Strategy Statement**

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Orchard Park High School

Pupil premium strategy statement

Report from Ms Carly Moran, Orchard Park High School for Governing Body meeting on 27 November 2025

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	681
Proportion (%) of pupil premium eligible pupils	308 - 45%
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)	2026-2029
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Carly Moran
Pupil premium lead	Ian Clarke
Governor / Trustee lead	Trevor Fitzgerald

Part A: Pupil premium strategy plan

Statement of intent

We prioritise:

- supporting the high-quality teaching, through staff professional development
- providing targeted academic support
- tackling non-academic barriers to academic success, such as difficulties in attendance, teaching excellent behaviour and supporting social and emotional wellbeing

We passionately believe that pupils at Orchard Park have a better chance of success than if they attended another school. Our intention is that all pupils, regardless of backgrounds, thrive in our school. We prioritise excellent key stage 4 outcomes and the development of character, whilst taking care of pupil wellbeing and welfare.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the very best, at every level of prior attainment. We carefully consider the challenges faced by our most vulnerable pupils. The activities we have outlined in this statement support their needs. High quality teaching in disruption-free classrooms is at the heart of our approach because it has the greatest impact on closing the attainment and progress gap. This approach benefits every pupil in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. What is best for our disadvantaged learners, is best for all.

Our approach is rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set in every lesson; we will be ambitious for them
- act early to intervene at the point need is identified, especially with reading and maths
- adopt a whole school approach in which all staff take responsibility for outcomes and welfare
- ensure all staff are aware of the challenges economic disadvantage can bring to

children' s lives. Staff will work compassionately, responsively and strategically to address them.

- ensure children attend school, feel known, supported and challenged to be their best
- provide opportunities for pupils to experience enriching opportunities in and out of school

Challenges

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

Challenge number	Detail of challenge
1	The Maths and Science attainment of disadvantaged pupils is generally lower than that of their peers.
2	Assessments and observations with KS3 pupils indicate that disadvantaged pupils can have lower levels of reading comprehension than their peers. This impacts their progress in all subjects
3	Our observations suggest many lower attaining disadvantaged pupils lack independent study skills including the ability to navigate homework and revision tasks at home.
4	Our assessments, observations, surveys, pupil focus groups and discussions with families have identified social and emotional issues for pupils including inability to manage disagreements with others and make good choices.
5	Children who are high-attaining on entry to secondary school and are economically disadvantaged are less likely to have aspirations for future education at university level and sometimes even to make appropriate post 16 choices. (Sutton Trust report 2023)

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 attainment among disadvantaged pupils at the end of KS4	2027/28 KS4 outcomes demonstrate that disadvantaged pupils achieve Progress 8 significantly above the national average for all pupils (at least +0.1)
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate a reduced gap between disadvantaged and non disadvantaged pupils. Teachers should also have recognised this improvement through

	performance and learning in lessons and work reviews.
Improved independent study for disadvantaged pupils across all subjects.	Analysis of independent learning shows no variation between disadvantaged children and their peers. This includes the completion and quality of online and written homework and attendance to revision opportunities.
To achieve and sustain improved wellbeing (including, socialisation, enjoyment and opportunities) for all pupils, including those who are disadvantaged.	Sustained good to high levels of wellbeing from 2027/28 demonstrated by: <ul style="list-style-type: none"> ● Qualitative data from student voice, student and parent surveys ● Even more participation in CharacterEd activities, particularly among disadvantaged pupils. ● Reduced variation in removals and suspensions between disadvantaged pupils and their peers. ● No disparity in rewards
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Attendance for PP and non PP is well above the National Average.	Sustained high attendance from 2027/28 demonstrated by: <ul style="list-style-type: none"> ● The overall attendance rate for all pupils is between 94-95% ● PA to be no more that 20%. ● No NEET pupils
Disadvantaged pupils who are high-attaining on entry are supported to aspire to appropriately ambitious post-16 futures .	All disadvantaged pupils who are high-attaining on entry: <ul style="list-style-type: none"> ● Join and progress through the Excellence Pathway (which is always at least 50% pupil premium). ● Are supported to access the Scholarship Pathway for Post-16 study. ● We teach the same curriculum for all ● PPA for teachers above minimum as much as possible ● Fortnightly observation and feedback for all teachers and teaching assistants ● FSM pupils are over represented in University/careers opportunities

	<ul style="list-style-type: none"> ● Weekly CPD ● Standardised structure to our lessons
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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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Developing independent study skills.</i></p> <p>Teaching approaches to revision helps pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment.</p> <p>CPD time across the year is devoted to formulating the best strategies for training students on how to revise. This disproportionately benefits disadvantaged students.</p>	<p>Developing strong independent study skills is crucial for disadvantaged pupils, as it equips them with the strategies and confidence needed to take ownership of their learning. Without specific guidance on how to organise their work, manage their time, and apply effective learning techniques, pupils struggle with independent learning and revision, which can widen the disadvantage gap.</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 3</p>

<p>Pupils are trained in self quizzing and provided with the materials to do so.</p> <p>All pupils in year 11 are provided with revision guides, flashcards, past papers and stationary.</p>		
<p>Improved home learning for students in English, Maths and Science</p> <p>Purchasing Sparx Maths, Science and Reader</p> <p>Staffing homework clubs to support students without access at home to complete homework.</p>	<p>Online learning platforms that require retrieval based on the level pupils are working at help to ensure equity of opportunity beyond the classroom. Sparx provides targeted practice and personalised feedback, and also enables pupils to revisit material at their own pace, strengthening understanding and promoting independent learning. Homework clubs support students who need extra support to be successful.</p>	1
<p><i>Improving the quality of teaching and curriculum</i></p> <p>Good to Great Programme</p> <p>Lead Practitioner Designate Programme</p> <p>Step Forward Programme</p> <p>Subject networks</p> <p>Visits to other schools</p> <p>Top up payment to staff for examining GCSE papers</p> <p>MA Education</p>	<p>Improving teaching and learning and ensuring disruption-free classrooms reduce lost learning time and inconsistent instructional quality. High-quality teaching, combined with calm, focused learning environments, maximises every moment in the classroom and allows pupils to engage fully with challenging content. When lessons are well-structured and behaviour expectations are clear, disadvantaged pupils benefit from greater continuity, reduced barriers, and increased confidence.</p> <p>Effective Professional Development Education Endowment Foundation</p>	1, 2, 3

<p>NPQEL, NPQH, NPQSL, NPQML programmes</p> <p>ECT programme with Harris</p> <p>Equipment packs and pencil cases given to every child and replaced free of charge</p> <p>Chromebooks for PP pupils</p> <p>Vocabulary programme for years 7-9</p> <p>Parent support events year 10 and year 11</p> <p>Support staff paid to attend teaching CPD Weekly CPD for teachers and TAs</p> <p>T+L journals and resources for all staff</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of standardised diagnostic assessments.</i></p> <p>Reading age tests enable us to carefully group our year 7s, 8s and 9s.</p> <p>The NGRT tests means pupils receive the correct additional support through interventions or teacher instruction.</p>	<p>Standardised diagnostic assessments identify pupils' specific strengths and areas of need with accuracy and consistency. For disadvantaged pupils, this provides a clear, unbiased picture of barriers to progress and ensures support is targeted where it will make the greatest impact. Trained teachers can then monitor progress over time, tailor interventions effectively, and evaluate whether strategies are working.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2
<p><i>Literacy interventions</i></p> <p>We use the data from the DRA and the NGRT to establish reading interventions for year 7, year 8 and year 9.</p> <p>We use Read Write Inc by Ruth Miskin, run by graduate TAs</p> <p>We also run a bespoke TTRP group as a small</p>	<p>High-quality literacy interventions support pupils to develop strong reading and writing skills, which underpin success across the curriculum. Targeted support helps close early gaps, builds confidence, and ensures pupils can access increasingly complex learning as they progress. Effective interventions provide structured, evidence-based teaching that addresses specific barriers, enabling pupils to make accelerated progress.</p>	2,3

<p>group supported by a TA.</p> <p>EAL support (testing and TA instruction with Flash Academy).</p>	<p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Additional lessons and opportunities for pupils to work in silent study spaces</p> <p>Daily homework support for pupils who need support, time, space, resources. Staffed by 2 teachers and 2 TAs.</p> <p>Year 11 students have an additional period 6 every day.</p> <p>Key Stage 4 students are also given additional opportunities to work in silent study conditions at school in our working lunch and champions' hour.</p> <p>A full programme for Year 11 students in Easter and May half term supports their exam preparation.</p>	<p>Effective homework Toolkit Strand Education Endowment Foundation EEF</p>	

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mental Health support</p> <p>Adoption of Mental Health First Aid Training for 3 more members of staff, working across the school.</p> <p>The STAR Mental Health Provision</p> <p>External agency workshops</p> <p>Palace For Life Mentoring Programme</p> <p>School counsellor</p>	<p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>The STAR supports students with their mental health, and recognises students with barriers to attending school or accessing an education. Promotes support and agency referrals. The STAR is managed by the Pastoral Support Manager/Senior Mental Health Lead.</p> <ul style="list-style-type: none"> - The STAR offers a Tutor group which provides a breakfast club - School counselling is based in the STAR which students can self refer to. - Development of the mental health and wellbeing garden 	4,5

<p>Appointment of non-teaching pastoral staff to support students in negative behaviour and personal development</p> <p>Appointment of an Associate Assistant Head of Year to lead conduct</p> <p>Heads of years who are either non-teaching or have very light teaching timetables.</p> <p>Staff who are trained to deliver ELSA and Zones of Regulation supports pupils to develop their character.</p>		
<p>Rewards</p> <p>Badges as rewards for involvement in clubs and character programmes.</p> <p>End of half term prizes for students</p> <p>House prize for the most successful house</p>		

Rewards for students who have zero negative behaviour points.		
<p>Attendance</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice</p> <p>Attendance team</p> <p>Attendance awards for unbroken weeks</p> <p>100% reward system</p> <p>Home visits</p> <p>12 days of Christmas raffle</p>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified such as uniform, lunches and equipment.	4, 5
<p>Raise aspirations</p> <p>Careers services to raise aspirations of all pupils and ensure no NEETs.</p> <p>Funding places on school trips</p> <p>Careers advisors funded to be in school delivering one to one places</p> <p>Excellence Pathway</p> <p>Scholarship Programme</p> <p>Brilliant Club</p>	Our programme to raise aspirations helps our disadvantaged pupils to broaden their sense of what is possible and motivates them to engage deeply with their learning. Exposing them to positive role models, the highest levels of higher education and showing them that there are clear pathways to these future opportunities supports them to understand that these are realistic for them and helps them to develop greater confidence and ambition. This strengthened belief in their own potential supports improved effort, resilience, and long-term achievement.	4, 5

<p>Trips to colleges</p> <p>STEM club experiences</p> <p>Year 9 Trip to Sussex University</p> <p>TLR post holder for 'Excellence' targeting Pupil Premium and High attaining pupils</p> <p>Raffle to fund 3 PP pupils to go to Spain and France</p> <p>Introduction of Food and Nutrition at KS3. Provision of food resources for this</p>		
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes

In 2025, disadvantaged pupils achieved better than their non-disadvantaged peers. This is the first time that this has happened at Orchard Park.

The outcomes of the school have improved significantly since before Covid and this improvement is reflected in both pupil premium and non-pupil premium groups, which shows that the positive changes in the school have benefited everyone. The slight exception to this was 2024 where results were slightly weaker than in previous years.

Despite the overall improvement in outcomes, however, the gap between the outcomes of PP and non-PP pupils should narrow further.

Whilst we aim to provide all our pupils with everything that they need to achieve outstanding outcomes, we do provide targeted support for our disadvantaged pupils. All pupil premium pupils in Year 11 are given revision guides in every subject. Additionally, much of the extra teaching programme has focused on supporting these pupils. We also provide supervised silent working areas for Year 11 students at lunch time and after school until 4.40pm, staffed by SLT and the HoY. Our main foci are eradicating desktop truancy, maximising every second of every lesson and setting students the most effective independent learning and teaching them how to do it. This benefits all students, but disproportionately benefits our disadvantaged pupils more. We also run Easter and May half term exam school, staffed by our teachers.

2022 - P8 PP Students: 0.02 (0.52 all)

2023 - P8 PP Students: 0.14 (0.51 all)

2024 - P8 PP Students: 0 (0.36 all)

2025 - **A8*** PP Students: 45.26 (44.37 all)

* No P8 due to no KS2 data due to Covid

Attendance

Dedicated and dogged work from the attendance team has led to significant improvements in attendance and reductions in persistent absence year on year for all students and for disadvantaged students. A first day call is made to parents and carers for every child who is absent from school without a reported reason. Parents are sent letters reminding them about the importance of their child attending school every day and nudge texts are also sent. We

also identify the needs of each child and families and use the pupil premium budget to fund support for those students with recognised barriers. Support can include accessing The STAR Tutor group and breakfast club, providing uniform, and attendance rewards and incentives. Our students are also able to access the school counselling provision.

2023:

Attendance PP Students: 86% (90.2% whole school)

Persistent Absence PP Students: 47.8% (31.1% whole school)

2024:

Attendance PP Students: 88.3% (91% whole school)

Persistent Absence PP Students: 38.0% (25.1% whole school)

2025:

Attendance PP Students: 90.7% (92.7% whole school)

Persistent Absence PP Students: 26.7% (20.0% whole school)

Year to Date:

Attendance PP Students: 90.7% (93% whole school)

Persistent Absence PP Students: 25.1% (17.7% whole school)

Personal Development

Through form tutors, Heads of Year, SLT, the Welfare Team, our Conduct Mentor, School Counsellor and external mentoring services, we provide strong pastoral support.

Disadvantaged students are closely monitored to ensure that they have what they need, are ready for the day so that they can perform at their very best.

The new house system, which celebrates the diversity of our community, further enhances this support of our students.

The Safeguarding Team, Head of Year, SENCO, Senior Mental Health Lead and Attendance Officer meet fortnightly at 'Best Chance' meetings to discuss issues for the most disadvantaged and vulnerable students. Strategies are put into place to support students in their specific area of need.

Character Education

All KS3 students are required to attend at least one character club per fortnight and many choose to attend more. The engagement of disadvantaged students is closely monitored by the Assistant Headteacher for Culture, who directs teachers, Heads of Department and Heads of Year to target and monitor these students' attendance at their clubs. Our Character Points system allows all students' successes to be acknowledged and celebrated.

The PSHE and RSE programmes cover the range of mandatory topics and the subjects which are important and relevant to our cohort of students. The delivery of PSHE is excellent. Student leadership: Disadvantaged students are identified and encouraged to apply to become prefects and develop their leadership skills.

Our Careers team work closely with Heads of Year, form tutors and the pupils themselves to prepare pupils for future success in education, employment or training. Disadvantaged students are targeted first for one to one sessions with our careers advisor. We carefully track distribution and access to opportunities.

The TLR post holder for 'Drive' provides opportunities for students to develop their STEM skills and the TLR Post holder for 'Excellence' for activities to stretch and challenge disadvantaged students. 60% of children on the Excellent Pathway are Pupil Premium.

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

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)

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