

Pupil premium strategy statement – Orchard Meadow Primary 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 year.

School overview

Detail	Data
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	47%
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	1 st Jan 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Headteacher
Pupil premium lead	Natalie Webb/Emilie Fidler
Governor / Trustee lead	Alex Pearson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,835.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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>	£134,835.00

Part A: Pupil premium strategy plan

Statement of intent

At Orchard Meadow Primary School, we are committed to ensuring that all pupils, particularly those eligible for Pupil Premium, achieve their full potential academically, socially and emotionally. We serve a community with high levels of deprivation, with a significantly above-average proportion of pupils eligible for free school meals, alongside high levels of special educational needs and disability (SEND). This context shapes our strategic priorities and drives our determination to remove barriers to success.

Our approach is underpinned by the **Education Endowment Foundation (EEF) guidance on effective use of Pupil Premium**, with a strong emphasis on **high-quality teaching**, targeted academic support, and wider strategies that address the complex needs of our pupils.

Key Principles

- **Quality First Teaching is central**
 - We prioritise consistently high-quality teaching for all pupils as the most effective way to improve outcomes.
 - Investment in professional development, including **StepLab** and **Evaluate My School**, ensures teaching is evidence-informed, adaptive, and responsive to need.
 - A particular focus is placed on meeting the needs of pupils with SEND, recognising the significant overlap with Pupil Premium.
- **A highly inclusive approach**
 - A large proportion of our Pupil Premium pupils also have SEND; therefore, our strategies are carefully aligned to support both groups.
 - We ensure early identification of need and use precise assessment to inform targeted interventions and classroom practice.
- **Removing barriers caused by disadvantage**
 - We recognise that financial constraints can limit access to opportunities beyond the classroom.
 - We provide a **broad enrichment offer**, including trips across the curriculum at no cost to families, to build **cultural capital** and deepen learning experiences.

Wider Opportunities and Enrichment

- We are committed to delivering a **rich, inclusive curriculum** enhanced by:
 - Frequent educational visits covering a wide range of subjects

- Access to cultural, artistic, and experiential learning opportunities
- Strong partnerships enhance our provision:
 - Collaboration with the **University of Oxford** and **Radley College** supports aspiration, enrichment, and academic opportunity
 - Engagement with local and national networks strengthens our ability to deliver sustained impact
- We have prioritised **sporting opportunities**:
 - Recognising that many families cannot afford extracurricular activities, we have significantly increased our sports offer
 - This provision will continue to expand over the next three years to promote health, wellbeing, teamwork, and participation

Collaboration and Long-Term Impact

- Orchard Meadow is an active partner in the **Reach Foundation's Cradle to Career initiative**, contributing to a collective commitment to improving outcomes for children in areas of disadvantage.
 - We play a key leadership role, participating in additional committees focused on improving provision and outcomes
 - This work supports a long-term, joined-up approach to tackling disadvantage beyond the school context

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Academic Outcomes
3	Resilience
4	Understanding of the world
5	Vocabulary

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
<i>The number of deprived children reaching the expected standard for Reading will be in line with deprived children nationally.</i>	Disadvantaged pupils achieving the expected standard in reading is in line with national disadvantaged averages at KS2.
Attendance will be at the National Average	The attendance gap between disadvantaged and non-disadvantaged pupils is below 2%.
% of Persistent absentees will be at 10%	Persistent absence for disadvantaged pupils is reduced to 10% or below.
All children in Year 1 and above will have taken part in a sporting event in each school year	100% of pupils (Year 1–6) participate in at least one sporting event annually.
Serious behavioural incidents and loss of learning due to disruptive behaviour will be minimal.	Pupil and staff surveys indicate improved classroom climate and readiness to learn and suspensions are lower than previous years.

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

Budgeted cost: £92,524.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
StepLab £703.70	StepLab is an evidence-informed professional development platform grounded in research on instructional coaching and teacher learning, with emerging independent evaluation evidence (ImpactEd, 2026) showing associations with improved teaching practice and positive pupil outcomes, although causal impact evidence remains developing.	1,2,4,5
Evaluate My School	Evaluate My School is an evidence-informed self-evaluation tool, developed with national experts and aligned to best practice and inspection frameworks, but there is currently limited published independent research evidence	1,2,4,5

	demonstrating its direct impact on pupil outcomes.	
Additional Support Staff	The EEF finds that using additional support staff effectively is evidence-informed, drawing on a synthesis of over 50 studies, and shows that when teaching assistants are well-trained, deployed to supplement (not replace) teachers, and used for structured interventions, they can have a positive impact on pupil outcomes.	1,2,3,4,5

Targeted academic support

Budgeted cost: £23,592.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quest For Learning £771.75 (Early Reading) £1680.00(Yr 6 booster)	Quest for Learning provides targeted, small-group and one-to-one tuition programmes aimed at improving literacy and numeracy for disadvantaged pupils, with internal impact data showing strong gains in confidence and progress; however, there is limited independent, peer-reviewed research evidence confirming its causal impact on pupil outcomes.	1,2,5
Arch Readers £700.00	ARCh (Assisted Reading for Children) provides structured one-to-one reading support delivered by trained volunteers, with school-reported evidence and internal evaluations showing improvements in reading ability, confidence and engagement.	1,2,5
Fresh Start (£2235)	Fresh Start (Ruth Miskin) is a structured, systematic synthetic phonics catch-up programme rooted in a strong evidence base for phonics, with EEF trials showing some positive impact (up to +3 months in earlier studies)	1,2,5

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

Budgeted cost: £18,719.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mulberry Bush SEMH Interventions (£540)	The Mulberry Bush Emotional and Social Curriculum is an evidence-informed, trauma-aware programme grounded in long-standing therapeutic practice and focused on developing core social and emotional competencies, with built-in assessment tools and practitioner feedback indicating positive impacts; however, there is currently limited published independent, peer-reviewed research demonstrating its causal impact on pupil outcomes.	1,3,4
Counselling (BCAP Accredited)	The Mulberry Bush Emotional and Social Curriculum is an evidence-informed, trauma-aware programme grounded in long-standing therapeutic practice and focused on developing core social and emotional competencies, with built-in assessment tools and practitioner feedback indicating positive impacts; however, there is currently limited published independent, peer-reviewed research demonstrating its causal impact on pupil outcomes.	1,3,4

Total budgeted cost: £134,835.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils at Orchard Meadow Primary School remain below national averages across key measures, particularly in reading, writing and mathematics at the expected standard. Over time, data shows some fluctuation; however, the overall three-year trend indicates that disadvantaged pupils have consistently performed below national outcomes, with reading and combined outcomes (RWM) being particular areas of concern.

Comparison with non-disadvantaged pupils within the school also demonstrates a persistent attainment gap. While some cohorts have shown outcomes close to national averages in individual years, these improvements have not been sustained across subjects or over time. It is important to note that these cohorts have experienced varying levels of disruption due to the COVID-19 pandemic during earlier stages of their education, which continues to impact learning, particularly for our most vulnerable pupils.

Our evaluation draws on a range of evidence, including:

- National assessment data (KS2 outcomes over the past three years)
- Internal summative assessments and ongoing formative teacher assessment
- Pupil progress and attainment tracking across the academic year
- Observations and monitoring of teaching and learning
- Wider school data, including attendance, behaviour and wellbeing

This wider evidence highlights that many disadvantaged pupils face **significant barriers to learning**, including:

- Low starting points in language and early reading
- High levels of SEND within the disadvantaged cohort
- Limited access to enrichment and learning experiences outside school
- Attendance and engagement challenges linked to wider socio-economic factors

Assessment of Current Strategy

Our review indicates that, while aspects of our previous Pupil Premium strategy have had a positive impact on **wellbeing, engagement and enrichment**, these have not yet translated into consistently strong academic outcomes, particularly in reading and mathematics.

- Strengths:
 - Improved access to enrichment opportunities and wider experiences
 - Increased pupil engagement and participation
 - Development of strong partnerships to support aspiration and cultural capital
- Areas for development:
 - Inconsistent impact of academic interventions
 - Variation in the quality of teaching and its impact on disadvantaged learners
 - Insufficient acceleration in reading and foundational maths skills

As a result, the school is **not yet on track** to fully achieve the intended academic outcomes set out in the previous Pupil Premium strategy.

Strategic Direction

In response to this evaluation, the school is implementing a **refined and sharply focused three-year strategy**, centred on the areas that will have the greatest impact on long-term outcomes:

- **Reading as the highest priority**
 - We recognise that reading is the single most important skill we can equip our pupils with, particularly in a highly disadvantaged context.
 - Strong reading ability underpins access to the entire curriculum and is essential for future academic success and life opportunities.
- **Development of foundational maths skills**
 - A renewed focus on securing fluency and understanding in key mathematical concepts
 - Ensuring pupils develop the confidence and skills needed for future learning
- **Relentless focus on Quality First Teaching**
 - Strengthening teaching practice to ensure all pupils, particularly the most disadvantaged, benefit from consistently high-quality instruction

This targeted approach reflects our commitment to using evidence-informed strategies and ensuring that all efforts are directed towards **improving core academic outcomes**, particularly for disadvantaged pupils.

Conclusion

While the school recognises the strengths in its wider provision, it is clear that a more focused and rigorous approach is required to improve academic outcomes. Our next phase of the Pupil Premium strategy will therefore prioritise **reading and foundational mathematics**, ensuring that all pupils develop the essential skills needed to succeed both within school and beyond.

