# Pupil premium strategy statement

## 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Orrets Meadow School |
| Number of pupils in school | 94 |
| Proportion (%) of pupil premium eligible pupils | 67% 63/94  57 – FSM  2 LAC  4 PLAC |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2027 |
| Date this statement was published | 10th September 2025 |
| Date on which it will be reviewed | Every September - 2025, 2026, 2027 |
| Statement authorised by | C Duncan |
| Pupil premium lead | C Duncan |
| Governor / Trustee lead | C Cooper |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £93,045 (Sept 25) |
| 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 | £93,045 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Pupils at Orrets Meadow, of whom all have SEND,will make expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning at home. We aim for disadvantaged pupils to have access to a wide range of interventions in schools to meet their SEND needs, identified on their EHCPs.  We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Orrets Meadow.  We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Outcomes and progress of the pupils are significantly affected by their SEND and home life. |
| 2 | Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health/trauma. |
| 3 | Limited life experiences and opportunities to join in enrichment opportunities due to their SEND. |
| 4 | Disadvantaged pupils have lower attendance due to low importance of school for some parents. |
| 5 | Parental engagement is difficult as no school gate and many parents have SEND. |

## 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.

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| Intended outcome | Success criteria |
| Pupils make at least expected progress in reading, writing and maths. | Gap will close in progress made between PP and non PP. |
| Increase overlearning and reinforcement in reading and maths at home and school. | Increase in reading ages and mental maths for PP pupils |
| Pupils access a wide range of interventions to meet their SEND needs, including speech and language, social, life skills and trauma informed interventions. | As their SEND needs are being addressed, PP pupils make expected progress or exceed their targets set in R,W,M.  Systems will show pupil progress in terms of social, life and emotional skills on the attention autism tracker and emotional and well-being tracker.  Orrets Meadow will have a wider range of interventions for the increasing difficulties pupils are presenting with, including: speech, language, social, life, mental health and trauma. |
| An intensive home school link service is provided by Orrets to support pupils and/or parents, identified by school as vulnerable or in need. | Parents indicate there are strong links between home and school and support is received for a wide range of needs.  Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance.  Behaviour incidents are reduced in school due to behaviour support in the home. |
| PP attendance increases. | Attendance of identified PP pupils increases and the gap between PP and non-PP narrows. |
| Pupils access a wide range of enrichment experiences both in and out of school. | Pupil surveys reflect enjoyment in school and improved attitudes to learning.  Social skills, independence, perseverance and team work are developed. |

**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: £ *11,400 (1 day a week Private SALT)*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| All teachers and Tas trained to assess pupils with Welcomm materials so a baseline is achieved and progress is tracked and evaluated annually.  Teachers and Tas are guided by SALT to target gaps in pupils’ language identified by Welcomm with effective activities.  SALT observes teachers/Tas delivering programme and identifies strengths and ways forward.  SALT delivers whole staff CPD on language development and strategies to develop. | EEF – Supporting communication and language in the Early Years  Specialists modelling and working alongside staff has greater impact on student progress from staff surveys.  Speech and language are one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum.  Speech and language data shows that if gaps in language are targeted then progress is accelerated. | 1, 2 |

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

Budgeted cost: £ *38,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| * Quality first teaching for all pupils * Each class has a teacher, L3 TA and L2 TA to support teaching and learning of 10/11 pupils in class. * TA CPD is ongoing for Maths and English by leads * Maths and English lead receive half termly high quality CPD from independent specialists and MAT. * Teachers receive a programme of high quality CPD from independent trainers and school leads in phonics, reading, writing and maths. * Maths and English are high priority on school development plan and CPD plan. * Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. | * EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. * Sutton Trust – quality first teaching has direct impact on student outcomes. * Training and supporting highly qualified teachers deliver targeted support. | 1,2 |
| Purchase web-based programs to be used in school at home.   * Bug Club * Purple Mash * Mathletics * Nessy | EEF toolkit – parental engagement  EEF guide to pupil premium – targeted academic support  EEF – digital technology – clear evidence technology approaches are beneficia for writing and maths practice. | 1,2,5 |
| * HLTA delivers interventions 3.5 days a week to pupils identified as in need. * Speech and language therapist supports HLTA to plan and deliver speech interventions * Speech and language therapist (1.5 days a week – LA pay for 0.5 day) * Targeted Speech support * Social skills | * EEF – oral language interventions consistently show positive impact on learning. * High quality small group interventions * Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. * Specialists lead CPD sessions and clinics with individual pupils and staff. * Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. * EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. | 1,2 |

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

Budgeted cost: £ *44,500*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| * Full time Home School Link Worker (£41,270) * HSLW contacts all new families as join, finds out needs and circumstances and offers support. Consent form filled in. * Register of families and level of support required. * PP families receive a weekly call off HSLW and offers of support. * Home visits * Signposting for support * HSLW attends TAF, CIN, CP meetings | Parent surveys  Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from home school link worker.  Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.  EEF toolkit– Parental engagement | 1,5 |
| * HSLW phones families at 9am if pupil not in school and offers support. * HSLW will pick up child from home if required. * HSLW works closely with attendance officer, pupils below 96% are identified and protocols followed. | Attendance data  Data shows pupils with highest attendance make the most progress at Orrets, due to increased opportunities for overlearning and access to a personalised curriculum.  Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance. | 1,4 |
| * Cultural capital experiences promoted in the curriculum. * Essential experiences built into Dimensions curriculum * Minibus to transport pupils across Wirral and beyond. * Reduction in cost of trips for PP * Residential trip cost is greatly reduced for PP * Sports events promoted to PP are encouraged to attend * Outdoor learning encouraged | Learning is contextualised in concrete experiences and language rich environments.  Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.  Pupil surveys reflect greater enjoyment and engagement in school.  Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.  SHUE data  EEF – sports participation increases educational engagement and attainment.  EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence. | 3 |
| * Trauma informed lead appointed (TLR3) * Whole staff CPD on trauma informed practice from external specialists and TLR3 * Assessment tool to assess pupils identified in pyramid of need to ensure targeted support for emotional and well being needs. * Internal referral system created * Emotional tracker created to track impact of interventions * New interventions introduced to widen trauma support – Apprenticeship L% TA in Emotional support, Elsa, Next Steps Drawing and talking, Feeling detectives – key Tas lead. * Parent courses and leaflets on trauma | EEF - IMPROVING SOCIAL AND EMOTIONAL LEARNING (SEL) IN PRIMARY SCHOOLS  Recommendation 1 -Teach SEL skills explicitly  Recommendation 2 - Integrate and model skills through everyday teaching  Recommendation 3 - Plan carefully for adopting a SEL programme  Recommendation 4 - Use a ‘SAFE’ curriculum: Sequential, Active, Focused and Explicit  Recommendation 5 - Reinforce SEL skills through whole-school ethos and activities  Recommendation 6 - Plan, support, and monitor SEL implementation | 2 |

**Total budgeted cost: £** *93,900*

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

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| |  |  | | --- | --- | | **Challenges** | **Impact** | | Outcomes and progress of the pupils are significantly affected by their SEND and home life. | **July 24 –** Data is as follows;  **Y1 Phonics –** 1 entered but did not achieve the phonics standard.  **Y4 multiplication –** 0 entered.  **KS1 –** all working below the standard  **KS2 –** Reading – 4 achieved the standard  Spag – 2 achieved the standard  Maths – 1 achieved the standard  **July 25**– Data is as follows;  **Y1 Phonics** – 0 entered as cohort too low on entry.  Y4 multiplication – 0 entered as too many with poor working memory and coordination and anxiety SEND.  KS2 – Reading – 3 achieved the standard  Spag – 3 achieved the standard  Maths – 1 achieved the standard  Full range of online programs being used by all pupils in school and at home. Parents supported on how to use them through parent workshops.  **Progress of Y6 pupils by end of July 2025 – 33**  **children (2 retained a year)**  % Year 6 pupils who made expected Orrets Meadow Progress from their baseline on entry:  Reading = 97% (32/33)  Writing = 79% (26/33)  Maths = 97% (32/33)  % Year 6 pupils who made more than expected Orrets Meadow Progress from their baseline on entry:  Reading = 73% (24/33)  Writing = 64% (21/33)  Maths = 70% (23/33)  Expected progress is the individual’s agreed number steps of progress per year while at OM. | | Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health. | **July 24 –**Together Trust ensures our sensory provision is of the highest standard – evidenced by our Advanced Autism Accreditation. Sensory therapist carries out sensory assessments and produced reports which are shared with parents. She delivers interventions to support sensory regulation. HW is carrying out interventions on speech, social skills, lego therapy with targeted children. Working closely with therapist to deliver additional speech support under her instruction.  **July 25 –** All pupils screened for WELCOMM across the school and intervention put in place daily in 4 week blocks to target the gaps – data shows above expected progress across the school due to intervention. Reflexology sessions are given weekly, in term blocks to children to support them with a wide range of SEND. See class Welcomm progress data sheets. | | Limited life experiences and opportunities to join in enrichment opportunities due to their SEND. | **July 24** – All children attend school trips with funding not being the barrier. Forest Schools embedded across the school – each class has 7 weeks and gains Forest school awards. Wide range of enrichment activities available – see Facebook.22 out of 22 children took part in the residential trip to Barnstondale, partially funded by pupil premium.  **July 25** -as above – 35 pupils attended Barnstondale which is a huge accomplishment due to the complexity of need and anxiety/separation issues in this cohort. Forest school continues. FB shows the vast number of trips the pupils attended this year to develop social, life and confidence skills. | | Disadvantaged pupils have lower attendance due to low importance of school for some parents. | **July 25** – Attendance for the year was 95.8%. Home School link worker supports pupils and parents with attendance. DfE phoned Orrets Meadow for good practice as attendance in a special school is very high against national. | | Parental engagement is difficult as no school gate and many parents have SEND. | **July 25** – Home school link worker employed full time and supporting parents at home, attending all meetings, supporting pupil attendance and signposting parents. Full range of coffee mornings. We have introduced children show their parents their books in the Autumn and Summer Term to improve engagement in learning – 97% attended both sessions. | |

## Externally provided programmes

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| Programme | Provider |
| Purple Mash | 2 Simple |
| Bug Club | Pearsons |
| Mathletics | 3P Learning |
| Nessy | Nessy Learning Ltd |
| Trauma Informed Practice | Merseyside Violence Reduction Partnership |