



Planned expenditure 2017-18. Review of expenditure 2016-17

Orchardside School is committed to diminishing the difference in progress and attainment and personal development between students who experience hardship or disadvantage and those from more fortunate home circumstances.

How does the school allocate its pupil premium funding?

Orchardside School pupil premium planned expenditure reflects the very particular setting in which we operate. Pupil premium funding decisions are taken jointly by SLT and the school management committee. The impact of spending on any one area is evaluated regularly with named senior leaders held to account for its use.

All applications made by members of the school for pupil premium funding are examined for clear success criteria and value for money. The budget is closely managed by the school business manager (JH) and overseen by the HT.

Parents are warmly invited to share their suggestions about the allocation of pupil premium funding.

Pupil Premium funding is used at Orchardside to:

- Prepare students, wherever possible, for reintegration into mainstream education and to work with them to overcome the barriers that impede this transition.
- Work in partnership with parents and other professionals to develop our students' resilience, social and emotional wellbeing so that they are able to make a success of reintegration into mainstream or special education.
- Ensure all students achieve their academic potential at all levels and in particular at GCSE and in vocational qualifications.
- Work to support students transitioning into post 16 education by actively seeking out courses and programmes with the greatest prospects of success.
- To imbue students with the British values and ambitions that will make them productive, valued and rewarded citizens.

Pupil premium allocated funding is used to target students with particular learning, social and emotional or mental health needs.

This is achieved through:

- Training staff in the skills needed to facilitate learning. This includes providing a highly skilled team of behaviour support specialists as well as experienced and skilled learning support assistants and higher level teaching assistants.
- Providing specialist support in the form of a full time school counsellor enhanced educational psychologist time and HEWs support for students and teachers.
- Providing all students with a daily nutritional hot meal shared in social space with school adults.
- Providing support for families

Academic and vocational learning and preparation for the world of further education and working life is a key priority at Orchardside. To this end, pupil premium funding is also used to drive progress and achievement. This is achieved through:

- Keeping teaching and learning groups small to allow for personalisation and individual attention
- Providing specialist support in the form of speech and language development
- Training and appointing higher level teaching assistants to provide skilled one to one and small group interventions designed to boost learning and meet examination requirements



Planned expenditure 2017-18. Review of expenditure 2016-17

- Arranging alternative provision such as fulltime or part time college placements or work experience for students unsuited to learning within a school environment or those wishing to access courses that cannot be provided within this school.
- Providing expert guidance in education progression routes and possible careers.
- Providing students with the resources required to access learning opportunities eg trips and visits, home learning materials, uniform etc.

1a Summary information

School		Orchardside School (formerly Enfield Secondary Tuition Service)			Type of Facility: Pupil Referral Unit	
Academic Year		2017-18			Pupil Premium allocated funding for 2017-18	
Total number of pupils on roll			Number of students eligible for pupil premium funding			£71,525 (with adjustment)
2016	2017	2018	Jan 2016	Jan 2017	Jan 2018	
Spring 99 Summer 119 Summer 87	Spring 98 Summer 124 Autumn 92	Spring 105	65	76	75	

Examination Outcomes 2016-17 Examination predicted outcomes 2017-18	2016-17 (actual total)	2016-17 <i>Pupil premium eligible students only</i>
% achieving public examination English language at end of KS 4 (A*-G)	90%	90%
% achieving GCSE Examination in English language (A*-C)	17%	17%
% achieving public examination in maths (A*-G)	76%	76%
% achieving GCSE examination in maths (A*-C)	21%	21%
% students meeting of exceeding target in English	71%	71%
% students meeting of exceeding target in maths	33%	33%



Planned expenditure 2017-18. Review of expenditure 2016-17

1. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Speech and language development needs
B.	EBD and other SEND needs
C.	Need for high quality college placements and other alternative provision
D.	Attitudes towards attendance and punctuality present a daily challenge. Many students travel some distance on public transport to reach the new school site.
External barriers	
D.	Social, emotional and mental health barriers
E.	Out of school relationships and experiences have a direct impact on student s’ ability to focus on learning and make good progress
F.	Intake is not stable. Students arrive at short notice and may leave within weeks, months or years. This makes evaluation of progress over time challenging.

2. Summary of planned expenditure		
	<i>Pupil premium students are able to access planned learning experiences commensurate with their academic, social and emotional needs</i>	<i>Costs</i>
	Total allocated pupil premium funds 2017-18	£71,525
i.	Speech and language development expertise bought in for identified students	£10,855
ii.	High quality college placements and extra- curricular courses bought for identified students	£10,000
iii	Quality of teaching and learning for all: employment, extra salary costs of HLTAs compared to LSAs	£ 24,528
iv	Social and emotional welfare individualised support: educational psychologist, HEWs	£46,020
	Total planned expenditure drawing on pupil premium allocated funds	TOTAL £ 91,403
	Total expenditure from Pupil Premium budget:	£71,525



Planned expenditure 2017-18. Review of expenditure 2016-17

3. Planned expenditure – detailed account					
Academic year		2017-18			
i. Targeted support: speech and language development specialist time					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will the impact of these measures be evaluated?
Pupil Premium students achieve in line with non- pupil premium students. The gap is closed	SLD expertise is bought into the school. (How much time)	SLD expertise will support students experiencing difficulties accessing the curriculum, will, help students with self- expression and self esteem and will contribute to positive behaviour and social inclusion.	The provision will be managed by the AHT Inclusion and will be monitored and evaluated for impact by the SLT team as part of school self -evaluation procedures	NP	Termly. Full review following Summer examinations 2018.
Total budgeted cost					£10,855



Planned expenditure 2017-18. Review of expenditure 2016-17

i. Targeted support : college placements and other alternative provision					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will the impact of these measures be evaluated ?
Alternative provision (college placements) promote positive learning, attendance and behaviour among pupil premium eligible students unsuited to school based learning	To buy access to college courses on a part time or full time basis.	Students unsuited to school based provision experience a rich and varied learning experience within a more mature setting. Courses offered at college extend beyond that which can be provided within the school. Part time and full time provision allows more personalised learning options that take account of the circumstances, ambitions and learning and social skills of students	<p>The provision will be managed by the DHT assessment and curriculum and will be monitored and evaluated for impact by the SLT team as part of school self -evaluation procedures.</p> <p>Students are escorted by trained school specialists who liaise with college tutors.</p> <p>Partnerships with Herts Regional College and other local FE colleges are established. Student progress, attitude, attendance and attainment is reported regularly.</p>	CM	Termly. Full review following Summer examinations 2018
Alternative provision (full time placements)					£10,000
Year 11 extra-curricular college provision					£15,000
Total costs					£25,000



Planned expenditure 2017-18. Review of expenditure 2016-17

ii. Quality of teaching and learning for all: HLTAs					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will the impact of these measures be evaluated?
To accelerate progress and attainment of all students including those with SEND needs <ul style="list-style-type: none"> To support training and to remunerate LSAs who have achieved this status. 	To train as many LSAs to HLTA status Number of HLTAs: 4	This facility offers personalised teaching and learning through very small teaching groups supported by highly trained LSAs. LSAs also deliver interventions	Impact of HLTAs on student progress and attainment to be reviewed through the school self evaluation processes Performance management of HLTAs to include a scrutiny of progress data.	School Business manager (JH) Curriculum and Assessment manager (CM) Inclusion AHT (NP)	July 2018
Total budgeted cost					£24,528.000



Planned expenditure 2017-18. Review of expenditure 2016-17

i. Other approaches (including links to personal, social and emotional wellbeing): Individual student specialist support					
Desired outcome	Chosen approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
To help students overcome barriers to learning and social and emotional development.	Educational psychologist time (24 sessions at reduced rate due to Edmonton Partnership membership)	Many students in this school experience social, emotional and mental health issues which impede their ability to learn and to address the behaviour which prevents them returning to mainstream education.	Regular mini reviews of the impact of educational psychologist input and HEWS work with students and staff to be undertaken by AHT SENCO and pastoral lead.	AHT SENCO Pastoral lead Management committee	July 2018
	HEWS	HEWs supports applications for ECHPs, family work, small group interventions around bereavement.			
				Educational psychologist	11,520
				HEWs	£34,500
				Combined budgeted cost	£46,020
Total budgeted costs to be funded under pupil premium allocated funds					£71,525



Planned expenditure 2017-18. Review of expenditure 2016-17

4. Review of expenditure				
Previous Academic Year		2016-17		
2016-17		Pupil Premium allocated budget		£59,840
i. Quality of learning for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
High levels of literacy for all pupils eligible for pupil premium	.Focus on literacy.	All pp students make more progress than non pp by the end of the academic year. Other pupils make at least expected progress. This is evidenced in termly assessments Improved attainment in core subjects Provision of revision materials. Appointment of HTLA in English.	Use of Lexia has proved difficult to organise. The intention is to set up this intervention in 2018. Quality of teaching and learning within English has helped to provide an alternative approach. The appointment of the head of English as literacy coordinator has supported raising levels of awareness. Training is planned for 2018	£15,000
ii. Targeted support (1)				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All students are able to make progress and attain according to their ability.	Students unsuited to education within a PRU environment are educated in alternative provision setting	Students not thriving at the PRU are provided with high quality vocational education experiences at Herts regional College and in other settings. Some students attend college part time and are supported in making a success of that experience by dedicated social emotional and behaviour professionals. This has had an impact on the learning outcomes of the students who attend It has also had an impact on the good order of the school which has allowed teaching and learning to proceed more effectively.	Alternative provision is expensive and required constant monitoring and review. We rely on the borough behaviour team to undertake quality assurance. Formal audits of the educational experience provided must be undertaken to ensure students are receiving their entitlement and the school is getting value for money. Regular reporting on attendance, progress and attainment are shared with the school and are scrutinised by the dedicated college link member of staff.	£10,000 (AP) £15,000 (college extra curricular)
iii. Targeted support (2)				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve the mental health of our students.	Access to CAMHS worker 1.5 days a week	Students with identified mental health issues are targeted for this support and make good progress as a result. AHT inclusion liaises with the service to ensure the students identified are carefully monitored and progress is reviewed regularly.	This provision is expensive and constant monitoring is required to ensure the best use of this time and expertise. Feedback has been regular and structured and ahas allowed follow up work by key workers.	£6,500



Planned expenditure 2017-18. Review of expenditure 2016-17

iv. Heads budget				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure all students can access the curriculum and full range of learning experiences	Individual students are supported with costs associated with access to the curriculum	The head's budget allows the HT the flexibility to respond to requests for support for students from staff and parents. It has been invaluable in ensuring all students take part in the full range of experiences offered regardless of parental circumstance. This has also contributed to community cohesion. Heads budget has helped to provide: Uniform, revision materials and home working equipment, costs of trips and visits	The heads budget is distributed at the discretion of the HT. Records of expenditure are kept by the HT and SBM It is essential that the remit of this budget is clear to all so that distribution is fair and as transparent as possible.	£4,500