

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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

Detail	Data
School name	Acorns Primary
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	16.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	17 th December 2021
Date on which it will be reviewed	By 31 st December 2022
Statement authorised by	Christian Hilton (Executive Headteacher)
Pupil premium lead	Hannah Young (Head of School)
Governor / Trustee lead	Rachel Sellars (Local Academy Council Chair and Trust Board Director)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,795
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2599.25
Total budget for this academic year	£19,394.25
	N/A

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Acorns Primary School provides a safe, secure learning environment with high expectations for all pupils in our care. We have an aspirational, coherent curriculum which enables children to build on their knowledge and skills throughout their time with us; many children start their school career in our onsite Nursery, but we also have a significant proportion who join our school in other year groups. Our pupil premium strategy aims to support disadvantaged pupils in making good progress and achieving high attainment across a broad and balanced curriculum. In order to achieve this, children need to feel safe, supported and part of the community, so our continual drive to teach children about the 6Cs of Deep Learning (Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking) and our relentless focus on the Big Ideas which drive our curriculum (Humankind, Processes, Creativity, Investigation, Materials, Nature, Place & Space, Comparison, Significance and Change) enables children to be the very best they can be, both academically and socially.

We recognise the importance of ensuring all children at Acorns Primary make good progress and our quality first, research-based teaching approaches and CPD packages ensure that all children receive an appropriately challenging curriculum whilst also meeting any specific needs of individuals or groups of children. Our approaches and support offered in this strategy are not limited to those who are disadvantaged, and we will always be considerate of any additional vulnerabilities which children and families may face.

The interventions and strategies detailed in this document are integral to wider school strategies, keep up intervention and School Led Tutoring which will support the children whose education has been worst affected by a tumultuous 18 months of education.

It is the responsibility of all school staff to raise expectations, work collaboratively, intervene, support and challenge pupils in order that all children receive the best education and opportunities possible during their time at our school.

Challenges

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

Challenge number	Detail of challenge
1	Throughout key stages 1 & 2, 50% of our disadvantaged children are on track for borderline or below age related expectations in reading.
2	In early years and KS1, assessments and observations suggest disadvantaged pupils have difficulties with phonics generally greater than their peers. A need for further speech and language interventions has been identified and more referrals have been made in the last 18 months than previously.

3	Historically a proportion of disadvantaged pupils have achieved greater depth in writing; currently 50% are securely on track to achieve the expected standard based on teacher assessments and 50% are borderline or below.
4	Maths across key stages 1 & 2 shows disadvantaged children are achieving lower than in reading and writing. 50% are still on track, with 30% only just achieving within the expected standard. Again, 50% are borderline or below.
5	The mental health needs of children in our school are changing and there has been a notable request for further support from our SENDCo and other external agencies by staff since the pandemic. The needs focus on emotional and social aspects and there is a need for further intervention to support our most vulnerable children.
6	On entry to Reception Baseline data shows our younger disadvantaged pupils require more support than their peers in PSED and form part of the lowest 20% of this year's cohort. There is widespread need for further support in all 5 EYFS areas (Communication & language, PSED, Physical, Literacy and Maths) for one of our disadvantaged pupils who is not on track for good level of development.
7	On tracking of attendance data, in key stage 2, 30% of our disadvantaged pupils have attendance figures below 90%

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 reading assessments for disadvantaged pupils across KS1 & 2.	Reading assessment data will show a higher percentage of children on track for expected standard or above. This data will be triangulated with Pupil Book Studies in English and lesson observations.
Improved oral language skills and vocabulary among disadvantaged pupils.	The MAT's focus on oracy will be evident in lesson observations. Alongside this, vocabulary will be clearly displayed and used in classrooms and children will know how to access and use new vocabulary. This will be linked with and triangulated with Pupil Book Studies by Core leaders and Subject Leaders, when children will be able to articulate their knowledge and learning, showcasing the vocabulary taught.
Improved writing outcomes at the greater depth standard for disadvantaged pupils.	Increased % of disadvantaged pupils will be assessed as on track for greater depth in writing. End of key stage 2 data will show an increasing % at this standard from July 2021 to 2024.
Improved maths data across the school.	End of KS2 data will showcase an upward trend in maths attainment by July 2024.
To ensure mental health support is provided on a need's basis at the same time as ensuring the	Pupil wellbeing studies will show that children are happy and feel safe. Support will have been put in place for individual children/small groups. Disadvantaged children will attend funded holiday clubs to enrich their experiences out of school hours.

wellbeing of all pupils in school.	
Early identification and intervention for our younger pupils especially, with a particular focus on the disadvantaged.	The EYFS teacher will identify children who require specific support in order to achieve a good level of development in each of the 5 key areas of learning. This support will be implemented and end of KS1 data will show that the children who have received support have benefitted. The MAT Senco will be involved at early stage when specific needs are identified. The Early Years Teacher will have taken part in training for early identification of additional needs.
Improve the attendance figures for our disadvantaged children.	All children will meet the school's ambitious 97% attendance target. Those whose current attendance is low, will have support (through informal school support or Early Help for example) to increase their attendance.

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: £12 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional SENDCo hours	Pupils with SEND have the greatest needs for excellent teaching and are entitled to provision that supports achievement and enjoyment at school: many of our disadvantaged pupils are also on our SEND register and for class teachers to fulfil their roles fully with regards to SEND, further support and guidance provided by the SENCo will have a high impact on the quality of interventions and leadership of SEND at a strategic level.	1, 2, 5, 6
Walk Thrus – professional development & coaching for all staff	Walk Thrus are evidence-informed teaching strategies to provide a central set of connected resources to build professional development, to assist the progress and attainment of all learners, including the disadvantaged. EEF Toolkit: Metacognition and self-regulation, feedback – very high impact for very low cost.	1, 2, 3, 4, 5, 6, 7
Coaching training for Head of School	Through coaching training, we aim to offer staff a safe space to share information about their roles as well as opportunities for growth & professional development . Staff who are happy in their roles and	1, 2, 3, 4, 5, 6, 7

	feel supported will be motivated, willing to develop & embed their practice and in turn provide the best education for the children in their care. Effective professional development research .	
Oracy training	EEF Toolkit: oral language interventions – very high impact for very low cost. There is a strong evidence base that oral language interventions and inclusion of oral language activities in lessons, for example high-quality discussions, can have a high impact on reading.	2
Retention of Teaching Assistants in each class for 5 mornings per week	Our TAs are an extremely valuable resource and professional development for TAs is as important as for classroom teachers, so that they are in a position to help raise achievement. All of our TAs are part of our Walk Thrus programme and have regular opportunities for additional professional development courses as they often work with some of the most vulnerable, disadvantaged learners both within the classroom alongside the expertise of the teacher and within intervention groups.	1, 2, 3, 4, 5, 6, 7
Enhancement of maths teaching and curriculum – teacher release & CPD	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	4

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Workshop for recognising and celebrating high quality SEND provision in the Early Years – EYFS teacher	Early identification of additional needs and timely intervention will impact significantly on the achievement of pupils as they progress through school, ensuring the right support is offered at the right time. Warwickshire Inclusion Kite marking scheme (WinKs).	2, 6

Keep up reading and phonics interventions – TA additional hours	Our whole class approach to teaching of reading results in high attainment across the school; some children benefit further from small group or 1:1 reading support focussing on fluency, comprehension and phonics. We aim for the lower attainers to keep up, rather than always having to catch up. EEF Toolkit: reading comprehension strategies and oracy – very high impact for very low cost.	1, 2
Purchase of Nessy Reading & Spelling & Touch Type Read Spell	Phonics has a positive overall impact (+5 months) with very extensive research and is an important component in the development of early reading skills, particularly for children with disadvantaged backgrounds. https://www.nessy.com/en-gb/about-us/our-expert-research https://www.dyslexiadaily.com/evidence-results/ https://www.readandspell.com/us/research	1, 2, 3
PODD speech and language intervention	PODD and Aided Language Displays , as part of a whole school approach as well as interventions, can enhance the communication-friendly environment for all pupils, including those with additional needs and vulnerabilities. EEF Toolkit: oral language interventions – very high impact for very low cost	1, 2, 6
Provide school led tutoring for pupils whose education has been most impacted by the pandemic. A proportion of the children who receive tutoring will be disadvantaged, including high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils in 1:1 and group situations. We have identified our lowest 20% of learners in core subjects and will be offering tuition based on data trends and teacher judgements.	

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

Budgeted cost: £3394.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional hours from MAT Family Liaison Officer & Pastoral Manager to support	School attendance for disadvantaged pupils will be addressed through continued support provided by additional staff to improve attendance and offer wellbeing advice to families and children.	5, 7

with Early Help meetings		
Employment of Family Support Worker from federated school to facilitate the running of nurture groups.	Both targeted intervention (nurture groups , play therapy) and universal approaches (RULER , Mood Meter , metacognition) can have positive overall effects.	5, 7
Contingency fund for acute issues/support for disadvantaged children.	A small amount will be set aside to ensure we can respond quickly to any needs which have not yet been identified.	All

Total budgeted cost: £19 394.25

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 2020 to 2021 academic year.

High quality teaching has continued to be supported throughout the year with the support of a teaching assistant in each class as well as a SEND teaching assistant for 3 afternoons per week: £12 500 has contributed to these salaries. Teaching assistants have worked on the Walk Thrus CPD package to further improve their practice and develop strategies for supporting individuals and small groups; this has had a positive impact on the children's learning during these supported times. Interventions have continued (with COVID risk assessments in place) so that teaching assistants can continue to support at the point of teaching as well as with retrieval and revisit sessions. Interventions include those such as: 1:1 reading, SOS Spelling, Precision Grids, small group support for maths and English, Nessy, nurture and transition.

To facilitate the splitting of the KS1 class to allow direct, focussed teaching of core lessons, an additional adult was employed for a morning per week for 10 weeks. This adult was a qualified sports coach who led organised activities to develop not only physical skills, but team building, resilience, determination, and self-belief in young children who had missed lots of socialising opportunities during the national lockdowns. The class teacher was then able to focus on key, specific objectives with a smaller group of children. This had a positive overall impact on all children and the pupil premium children reaching the expected standard in this class increased in reading and maths. £900 was used towards the payment of the additional adult.

£300 has been allocated to support extracurricular activities after the summer holidays, to enable children access to clubs and additional opportunities they may not otherwise be able to have.

Additional handwriting resources have been purchased following the national lockdowns where many children regularly used digital devices, at a cost of £40.75.

Summary of monies spent this academic year (2020-21):

£900 – sports coach: 10 weeks April – June

£300 – extracurricular activities

£40.75 – CGP additional handwriting resources

£12 500 - contribution towards Teaching Assistants' salaries

£2800 – towards KS2 free school meals

Total: £16 540.75

Money to carry forward to 2020-21: £2599.25

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

To be updated as we work through the academic year 2021-2021...

We will continue to triangulate all evidence in school through Pupil Book Studies, lesson observations, data drops, alongside pupil wellbeing surveys to ensure all children are achieving to the best of their abilities.

Interventions are regularly reviewed (at least each half term) and are continued if successful and changed if not. Groups are flexible and children may be added or removed as deemed necessary by the Teacher or TA.

Our whole school focus on Walk Thrus will continue throughout the year with different focus areas each term to ensure continued CPD for all staff and reflection on approaches which benefit children the most.

We focus our teaching and learning policy on research and this will be regularly reviewed to ensure we are up to date and doing things that make the most difference to children's progress and attainment.