

Pupil Premium Strategy Statement – Acorns Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	102
Proportion (%) of pupil premium eligible pupils	17%
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)	2024 - 2027
Date this statement was published	31.12.24
Date on which it will be reviewed	31.12.25
Statement authorised by	Christian Hilton (CEO Stour Federation Multi Academy Trust)
Pupil premium lead	Hannah Young (Headteacher)

Governor / Trustee lead	Gary Stokes (LAC Chair)
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25, 160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£25, 160

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, with an equitable approach.
- Ensure that through full engagement in the curriculum, disadvantaged children can develop their curiosity and love of learning, and raise their personal resilience and beliefs in their abilities.

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. High-quality teaching for all children is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils 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.

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. Additionally, there is a dedicated team who plan, review, co-ordinate and deliver Special Educational Needs and Disabilities (SEND) and SEMH support for identified children. This includes any children we identify as being vulnerable to finding engagement in school life difficult for any reason, not only children termed 'disadvantaged'.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality: school wide culture aligned with vision and values; creating a sense of belonging; transitioning into school; identifying barriers; collaborative working with families; proactive solutions.
2	Communication and interaction: lack of early Speech & Language provision including specialist support and communal working with preschool settings; support for families, including screen time and sleep patterns; opportunities for developing oracy skills; earlier identification and targeted intervention; opportunities for play and learning including the ability to interact.
3	SEND and disadvantaged provision and progress: reflect on current practice; solve problems collaboratively; improve SEND provision; accessibility to learning, enrichment and life experiences.
4	Preparing children for life outside school: develop cultural capital; transition opportunities; widening social circles; achievement, engagement, motivation and aspiration.
5	Helping children to develop personal, social and emotional skills to thrive in and out of school and to develop effective relationships.

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>Targeted families overall attendance and punctuality increases.</i>	Overall school attendance is 96%+ Lateness is below 0.5%
<i>Children demonstrate increased communication and interaction skills.</i>	Parent, children and staff surveys show an increasing trend in happiness/positivity with school life. 75%+ of children achieve their level in the Junior Duke programme. 80% + Y1 PSC. Maintain % of children achieving PSED GLD (above 85%). Maintain % of children achieving GLD in Communication and Language (above 85%). Number of staff trained to support Speech and Language increases - Growing Great People CPD projects. Number of recorded incidents of behaviour issues related to relationships between

	<p>children decreases (peer to peer incidents on CPoms used as a measure).</p> <p>Targeted early intervention is strategically planned, delivered and is effective - whole school intervention mapping.</p>
<p><i>SEND and Disadvantaged children achieve higher than Warwickshire peers and above National Average at key points.</i></p>	<p>Key measures: GLD,Y1 PSC,Y4 MTC,Y6 SATS are above comparative measures.</p> <p>Termly assessments and pupil progress reviews show that progress is at least good for targeted children.</p> <p>All children make at least good progress from their starting points.</p>
<p><i>All children are well supported to engage in after school activities, wider curriculum activities and feel that they are valued and belong to our school and feel connected to our community.</i></p>	<p>All children are encouraged and supported to represent the school in some way by the end of Y6.</p> <p>All children who want to attend school trips are supported to attend.</p> <p>Parental satisfaction and engagement and support is high (measured through attendance at workshops, newsletter & Ping analysis, responses to termly surveys).</p> <p>Children's satisfaction and happiness is high (measured through pupil voice with staff & Governors & pupil surveys).</p> <p>There is a wide variety of events in the community each year which children participate in e.g. Shipston Victorian Evening Choir, Shipston Proms, Long Compton Parish Council events, attending local church services.</p>
<p><i>Children have the necessary skills, vocabulary and support to enable them to form effective relationships with peers and adults; have a positive self-image and resilience and know pathways to support available to them.</i></p>	<p>Thrive is well-established and used effectively by all staff.</p> <p>Behaviour, relationships and well-being policy is used consistently by all staff, is up-to-date and understood by parents.</p> <p>Thrive screenings show that interventions are effective.</p> <p>Surveys of the whole school community show that there is a high level of belonging and happiness.</p> <p>The 6 C's are evident in the culture and ethos of the school.</p>

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: £5, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging, accessible curriculum - regular reviews & training.	<p>Walk Thrus: Teacher Walkthrus</p> <p>Scaffolding/Differentiation - lesson obs</p> <p>Maximising impact of Teaching Assistants - EEF</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants</p> <p>Mastering Number: Mastering Number at Reception and Key Stage 1</p>	1, 3
Oracy development.	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Oracy in Maths</p> <p>Voice 21 Oracy Framework</p>	2
SEND Inclusion Framework	<p>Bold Beginnings: The Reception curriculum in a sample of good and outstanding primary schools</p> <p>Telling the Story: the English education subject report</p> <p>EEF Preparing for Literacy</p> <p>Warwickshire SEND Inclusion Framework for Schools</p>	3
Wave 1 provision - school provision map.	<p>Quality First Teaching</p> <p>SEND Code of Practice</p> <p>https://www.acornsprimary.co.uk/special-educational-needs/</p>	3
Behaviour: reviewing & updating policies, monitoring, consistency of effective use, training, effective use of CPoms, behaviour curriculum, 6Cs.	<p>New Pedagogies for Deep Learning 6Cs</p> <p>Mark Finnis - Restorative Practice</p> <p>Paul Dix - When the Adults Change</p> <p>Acorns Positive Behaviours, Relationships & Wellbeing Policy:</p> <p>https://primarysite-prod-sorted.s3.amazonaws.com/acorns-primary-school/UploadedDocument/e2fd3f3b-e506-4064-956c-333e828e1505/2024-acorns-behaviour-policy-1.pdf</p>	5

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

Budgeted cost: £10, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive	EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) https://www.thriveapproach.com	1
Warwickshire Families First for Children	https://www.childfriendlywarwickshire.co.uk/families-first-children	1
Identifying barriers and working with families Collaborative Proactive Solutions (CPS), Challenging Education	Lost at School Dr Ross Greene Challenging Education Flourishing Together a collective vision for the education system	1
S&L interventions: WellComm, Time to Talk, SaLT	Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2, 3
SEND interventions: precision teaching, EPATT, Colourful Semantics	Oral language interventions Toolkit Strand Education Endowment Foundation EEF One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £10, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusive Attendance	Working Together to Improve School Attendance	1

	ImpactED Understanding Attendance Report 1 - Findings on the drivers of pupil absence from over 30,000 young people in England ImpactED Understanding Attendance Report 2 - Implementing strategies with impact: lessons from over 70,000 pupils on improving school absence. Inclusive Attendance	
Signposting families; Mental Health in Schools Team workshops; newsletters; Family Information Service	FIS Rise MHST	2
Increase communication and collaboration with preschool settings.	Internal data tracking - PSED, Communication & Language scores, Reception Baseline https://www.eyalliance.org.uk/hello-big-school-managing-transitions	2
Enrichment and play opportunities: OPAL, trips & visitors, clubs, Junior Duke, cluster sports.	OPAL: The Case for Play in Schools https://www.afpe.org.uk/page/About_the_Primary_PE_and_Sport_Premium https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity JuniorDuke https://www.johncattbookshop.com/products/equity-in-the-classroom-levelling-the-playing-field-of-learning-a-practical-guide-for-teachers 4 Principles of Equity based education, Lee Elliot Major	3, 4
Surveying parents & children regularly to ensure understanding of behaviour strategy, expectations/curriculum meetings; use of newsletters to promote and celebrate; achievement assemblies; positive rewards - behaviour blueprint; working with high schools	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5

Total budgeted cost: £25, 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>Updates throughout the academic year 2024-2025:</u>
Based on Oct 2023 census: 17 children.
Total: £25, 160

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i>
How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.