

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	87
Proportion (%) of pupil premium eligible pupils	11 (13%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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 Di- rector)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,465 + £4,820 = £17,285
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

# 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: 50% are on track. 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. 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, 3 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 wellbeing of all pupils in school.	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.

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 <a href="#">SEND</a> 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	<a href="#">Walk Thrus</a> 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: <a href="#">Metacognition and self-regulation, feedback</a> – 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 & <a href="#">professional development</a> . Staff who are happy in their roles and feel supported will be motivated, willing to develop & embed their practice and in turn provide the best	1, 2, 3, 4, 5, 6, 7

	education for the children in their care. <a href="#">Effective professional development research</a> .	
Oracy training	EEF Toolkit: <a href="#">oral language interventions</a> – 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 <a href="#">TAs</a> 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. <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	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
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: <a href="#">reading comprehension strategies</a> and <a href="#">oracy</a> – very high impact for very low cost.	1, 2
Purchase of Nessy Reading & Spelling	<a href="#">Phonics</a> has a positive overall impact (+5 months) with very extensive research and is an important component in the development of early reading	1, 2, 3

	<p>skills, particularly for children with disadvantaged backgrounds.</p> <p><a href="https://www.nessy.com/en-gb/about-us/our-expert-research">https://www.nessy.com/en-gb/about-us/our-expert-research</a></p> <p><a href="https://www.dyslexiadaily.com/evidence-results/">https://www.dyslexiadaily.com/evidence-results/</a></p> <p><a href="https://www.readandspell.com/us/research">https://www.readandspell.com/us/research</a></p>	
PODD speech and language intervention	<p><a href="#">PODD and Aided Language Displays</a>, 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.</p> <p>EEF Toolkit: <a href="#">oral language interventions</a> – very high impact for very low cost</p>	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.	<p><a href="#">Tuition targeted</a> 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.</p>	

## 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 with Early Help meetings	<a href="#">School attendance</a> 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
Employment of Family Support Worker from federated school to facilitate the running of nurture groups.	Both <a href="#">targeted intervention</a> ( <a href="#">nurture groups</a> , play therapy) and universal approaches ( <a href="#">RULER</a> , <a href="#">Mood Meter</a> , 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: £17 285**

## 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 2021 to 2022 academic year.

#### General:

Throughout the year, evidence was triangulated in school through Pupil Book Studies, lesson observations, data drops, alongside pupil wellbeing surveys to ensure all children achieved at the best of their abilities.

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

Our whole school focus on Walk Thrus continued 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 focussed our teaching and learning policy on research which was regularly reviewed to ensure we are up to date and doing things that make the most difference to children's progress and attainment.

#### Teaching:

A more flexible approach to Sendco hours, with funds coming from a central MAT pot, facilitated additional hours at Acorns when needed for meetings, supporting children, carrying out pupil book studies and observations. This supported class teachers directly as they had more frequent access to additional, expert advice and support with feedback meetings, pupil passport targets and interventions.

Walk Thrus continued with focus areas of: Curriculum Planning; Behaviour & Relationships; Questioning & Feedback; Explaining & Modelling.

Head of School completed initial coaching training and used the GROW model as a means for structuring conversations with staff in a supportive role. Next step – to complete an accredited course and offer more widely across the MAT.

Oracy: Core Reading and Writing leaders led staff INSET on oracy; produced a vocabulary progression grid and provided staff with frameworks and suggestions for planning oracy into everyday teaching.

#### Targeted academic support:

EYFS teacher attended a workshop: recognising and celebrating high quality SEND provision in the early years and has an excellent awareness of children's needs and

abilities; when to ask for support; who to make referrals to; excellent relationships with parents/carers.

Keep up phonics and reading interventions were in place throughout the year (with disruptions due to staff absence and cover – covid related). Children are gaining in confidence and repeated practice and particularly fluency based interventions had a positive impact in Book Talk lessons.

TTRS did not have the success that we had hoped for; children did not seem to enjoy the program after the initial excitement and were reluctant to practise basic spelling patterns which are at the start of the program. This needs further investigation before spending again. Nessy however continued to be of benefit to those who used it.

PODD needs further investigation.

School Led Tutoring took place with positive outcomes for all who took part.

#### Wider Strategies:

MAT Family Liaison Officer & Pastoral Manager supported 2 of our most vulnerable children through Early Help – attendance, emotional resilience, anxiety.

Mental Health Lead has been trained and another staff member has completed Mental Health First Aid. MHL has set up a working group with children to become Mental Health Leaders with their own space for groupwork, new resources (including books, activities etc).

Contingency fund has been partially used for extracurricular activities for specific pupils.

#### Spring data:

##### Reception – 4 children

100% on track for GLD in Communication & Language

100% on track for GLD in Managing Self & Building Relationships in PSED

75% on track for GLD in Self Regulation in PSED

100% on track for GLD in Physical Development

100% on track for GLD in Comprehension in Literacy

75% on track for GLD in Word Recognition & Writing in Literacy

75% on track for GLD in Maths

##### SEND & PP in Y1-6

4 children – Y2, Y3, Y4, Y5

100% not on track for expected in reading (75% below, 24% working towards (Y4))

100% not on track for expected in writing (75% below, 24% working towards (Y4))

100% not on track for expected in maths (50% below, 50% working towards (Y4 & Y5))

#### PP in Y1-6

12 children

50% not on track for expected in reading (42% below, 8% WTS, 8% just within, 8% within, 33% GDS) – same as September

50% not on track for expected in writing (33% below, 17% WTS, 8% just within, 42% within) – same as September

50% not on track for expected in maths (17% below, 33% WTS, 17% just within, 25% within, 8% GDS) – slight improvement within the expected range since September

Pupil Book Study and Challenge Partner Quality Assurance Review show evidence that all children receive the same opportunities across a wide range of subjects.

#### Summer data:

##### Reception – 4 children

100% on track for GLD in Communication & Language

100% on track for GLD in Managing Self & Building Relationships in PSED

75% on track for GLD in Self Regulation in PSED

100% on track for GLD in Physical Development

100% on track for GLD in Comprehension in Literacy

75% on track for GLD in Word Recognition & Writing in Literacy

75% on track for GLD in Maths

##### SEND & PP in Y1-6

4 children – Y2, Y3, Y4, Y5

100% not on track for expected in reading (75% below, 24% working towards (Y4))

100% not on track for expected in writing (75% below, 24% working towards (Y4))

100% not on track for expected in maths (50% below, 50% working towards (Y4 & Y5))

#### PP in Y1-6

12 children

50% not on track for expected in reading (42% below, 8% WTS, 8% just within, 8% within, 33% GDS) – same as September

50% not on track for expected in writing (33% below, 17% WTS, 8% just within, 42% within) – same as September

50% not on track for expected in maths (17% below, 33% WTS, 17% just within, 25% within, 8% GDS) – slight improvement within the expected range since September

KS2 end of year results were well above national and KS1 broadly in line with national data.

Our school attendance was 95%, slightly below our target of 97% but above national average.

Budget has been spent on staffing costs, licences for interventions, subsidies for Wraparound Clubs.

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

Updates throughout the academic year 2022-2023: