

Pupil Premium Strategy Statement – Acorns Primary School 2025-2026

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	92
Proportion (%) of pupil premium eligible pupils	15%
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)	2025 - 2028
Date this statement was published	31.12.25
Date on which it will be reviewed	31.12.26
Statement authorised by	Christian Hilton (CEO The Stour Federation Multi Academy Trust)
Pupil premium lead	Hannah Young (Headteacher)
Governor / Trustee lead	Gary Stokes (LAC Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,240
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>	£29,500 Inc. x2 Post LAC (£2630)

Part A: Pupil premium strategy plan

Statement of intent

At Acorns Primary School, we are guided by The Stour Federation's vision of flourishing. Our core purpose is to provide a safe, secure learning environment with high expectations for all pupils, fostering a profound sense of belonging for every child. We are committed to Equity-Equality Investments, ensuring all pupils, regardless of background, achieve high attainment across a broad and balanced curriculum.

Our Pupil Premium strategy aims to:

- Support disadvantaged pupils in making good progress and achieving high attainment.
- Ensure full engagement in the curriculum, developing curiosity, resilience, and belief in their abilities.
- Intervene early to prevent attainment gaps from growing, particularly in foundational skills.
- Develop cultural capital, social skills, and a profound sense of belonging by promoting flourishing through robust enrichment and providing the best education and opportunities possible.

We adopt a tiered approach, prioritising high-quality, inclusive teaching (Tier 1). This is based on the evidence that high-quality teaching is the most effective inclusion strategy and the greatest lever for securing success in education, disproportionately benefiting pupils who find learning hardest. Our approach ensures non-disadvantaged pupils' attainment is sustained and improved alongside progress for their disadvantaged peers.

Our curriculum focuses on developing the 6Cs of Deep Learning (Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking). We recognise that educational disadvantage extends beyond Pupil Premium eligibility, and our strategies are designed to support any child facing vulnerability or barriers to learning.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils, aligned with the EEF's requirement to clearly diagnose needs.

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Challenge number	Detail of challenge
1	Attendance and Punctuality: Disadvantaged pupils face barriers impacting regular attendance and punctuality, hindering their ability to access the full

	curriculum and requiring proactive solutions. Inclusion provision must support an increase in overall attendance.
2	Communication and Interaction / Foundational Language: There is a lack of early NHS Speech and Language provision and support for developing oracy skills. This is a critical barrier, as securing strong foundations in communication and language is a priority for accessing the whole curriculum.
3	Attainment Gap (SEND and Disadvantaged Progress): Disadvantaged pupils, particularly those with SEND, require accelerated progress to close attainment gaps. Current practice needs refinement to ensure accessibility to learning, enrichment, and life experiences, and expectations must remain high.
4	Cultural Capital and Aspiration: Limited enrichment and cultural capital opportunities hinder children's experience of the diverse world and lead to low aspirations. We need to prepare children for life outside school through transition opportunities and widening social circles, particularly with rural deprivation and lack of transport affecting access enrichment outside the village.
5	Personal, Social, and Emotional Development (PSED) and Wellbeing: Disadvantaged pupils require support to develop effective relationships, resilience, and a positive self-image. We must address SEMH needs to ensure pupils feel safe, supported, and ready to engage academically.

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
Sustained high attendance by 2028, with the attendance gap between disadvantaged pupils and their non-disadvantaged peers narrowing significantly.	Overall school attendance is 96%+. The gap between disadvantaged pupils' overall absence and non-disadvantaged pupils nationally is closed. Lateness is below 0.5%.
Improved communication, oracy, and early language skills across the school, particularly for disadvantaged pupils, enabling them to access the curriculum and thrive.	80% + of Year 1 pupils achieve the Phonics Screening Check (PSC). Maintenance of high percentages of children achieving GLD in Communication and Language (above 85%) and PSED (above 85%). Staff training in Speech and Language increases, supporting the Stour Federation's Communication 6C focus. Comparisons to national data for disadvantaged achievements (eg. 67% PSC in 2025).
The attainment gap narrows and disadvantaged pupils achieve highly, making accelerated progress from their starting points.	2027-2028 KS2 outcomes in Reading, Writing, and Maths show results are above comparative Warwickshire peers and above the National Average (eg. 2025: R 63%, W

	59%, M 61%, RWM 47%). Termly assessments and pupil progress reviews consistently show that progress is at least good for targeted disadvantaged children. All disadvantaged pupils make at least good progress from their starting points, knowing more, remembering more, and being able to do more.
All children access a rich range of diverse experiences and opportunities, fostering their sense of belonging and cultural capital.	All children are encouraged and supported to represent the school in some way by the end of Y6. All children who want to attend school trips are supported to attend, reflecting our commitment to <i>unreasonable hospitality</i> . Parental satisfaction and engagement in school life is consistently high. Staff commit to delivering our 11 before 11, providing enrichment opportunities for all children.
Children develop effective personal, social, and emotional skills and show high levels of resilience, supporting their readiness to learn.	Thrive is well-established and used effectively by all staff. Behaviour, relationships and well-being policy is used consistently. The 6C's are evident in the culture and ethos of the school. The number of recorded behaviour incidents related to relationships decreases.

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: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of The Stour Federation's '5-a-day' Adaptive Teaching Approach. Focus on: Explicit Instruction, Cognitive/Metacognitive	High-Quality teaching is the best intervention , benefiting pupils who find learning hardest the most. Metacognition & self-regulation is rated as high impact (+7 months). Explicitly teaching strategies (e.g., scaffolding) helps pupils gain independence.	2, 3, 5

strategies, Scaffolding, Flexible Grouping, and Using Technology to Enhance Pedagogy (Data-informed teaching).	<ul style="list-style-type: none"> • EEF The Five a day Approach. 	
Engaging, accessible curriculum reviews and training (Walkthrus). Ensuring effective deployment of Teaching Assistants.	<p>Effective CPD for subject expertise is vital for effective curriculum delivery. Maximising the impact of Teaching Assistants is evidence-informed.</p> <ul style="list-style-type: none"> • Walkthrus: Teacher Walkthrus • Maximising impact of Teaching Assistants - EEF • Mastering Number: Mastering Number at Reception and Key Stage 1 • EPATT 	2, 3
Oracy Development as a curriculum priority. CPD focusing on Voice 21 Oracy Framework to support the Communication 6C.	<p>Oral language interventions have a strong evidence base and enhance vocabulary development necessary for curriculum access.</p> <ul style="list-style-type: none"> • Oral language interventions Toolkit Strand Education Endowment Foundation EEF • Oracy in Maths • Voice 21 Oracy Framework 	2, 3
Behaviour: reviewing & updating policies, monitoring, consistency of effective use, training, effective use of CPoms, behaviour curriculum, 6Cs.	<p>Research indicates that a clear, positive, and authoritative school climate fosters the emotional and behavioral regulation necessary for academic engagement and is critical for closing the attainment gap by maximizing high-quality teaching time.</p> <ul style="list-style-type: none"> • New Pedagogies for Deep Learning 6Cs • Mark Finnis - Restorative Practice • Paul Dix - When the Adults Change • Acorns Positive Behaviours, Relationships & Wellbeing Policy • Zones of Regulation 	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
S&L Interventions (WellComm, Time to Talk, SaLT), and targeted SEND interventions (precision teaching, EPATT).	<p>Early language development is crucial for closing the attainment gap. Oral language interventions have a positive impact. Tuition targeted at specific needs is effective (one-to-one +5 months progress; small group +4 months).</p> <ul style="list-style-type: none"> • 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 	2, 3
Targeted one-to-one and small group tuition/provision for pupils identified through robust diagnosis. Provision ensures support is explicitly linked with core classroom teaching.	<p>Tuition targets specific knowledge gaps. EEF guides affirm the positive impact of tutoring/small group interventions.</p> <ul style="list-style-type: none"> • Small group tuition Toolkit Strand Education Endowment Foundation EEF • Warwickshire Moves programme (sensory & physical) 	2, 3
Identifying barriers and working with families using collaborative proactive solutions , ensuring deep relationships underpin intervention diagnosis.	<p>The importance of building deep, trusting relationships with families is a cornerstone of The Stour Federation approach. Addresses emotional and behavioural barriers.</p> <ul style="list-style-type: none"> • The ATTEND Framework • Warwickshire Attendance Service - termly meetings • Warwickshire Families First • Lost at School Dr Ross Greene • Challenging Education • Flourishing Together a collective vision for the education system 	1, 5
SEMH provision for identified pupils to develop self esteem, wellbeing, social skills.	<p>When SEMH needs are addressed, pupils are better equipped to focus, manage their emotions, attend school regularly, and engage fully with the curriculum.</p> <ul style="list-style-type: none"> • The Thrive Approach • EEF Social & Emotional Learning 	1, 5

	<ul style="list-style-type: none"> • TalkAbout Book 2 - developing social skills in KS2 • Time to Talk • Lego Therapy • Lifespace Trust mentoring 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the Thrive Approach to support emotional and social development. Use of external partners (Families First for Children).	<p>The Thrive Approach is central to The Stour Federation's commitment to wellbeing and learning. Social and Emotional Learning interventions are evidenced to have a positive impact.</p> <ul style="list-style-type: none"> • The Thrive Approach • EEF Social & Emotional Learning • TalkAbout Book 2 - developing social skills in KS2 • Lego Therapy 	1, 5
Inclusive Attendance Strategy , including reviewing and embedding principles of good practice set out in DfE's Improving School Attendance advice. Targeted work with families on punctuality and attendance.	<p>DfE guidance highlights that attendance is essential for attainment. Ofsted requires leaders to prioritise attendance for all groups, including vulnerable pupils.</p> <ul style="list-style-type: none"> • Working Together to Improve School Attendance • 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 	3, 4
Enrichment and Cultural Capital opportunities (OPAL,	Aligns with The Stour Federation goal of expanding experiences to avoid low aspirations. Ofsted expects all pupils,	1, 4, 5

trips, visitors, clubs, Junior Duke, Forest School). Tracking participation to ensure equitable access.	<p>including disadvantaged pupils, to benefit from high-quality personal development opportunities.</p> <ul style="list-style-type: none"> • 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 	
Development of the physical environment to provide safe spaces for learning, interventions, social development & wellbeing: Thrive room, library, Science Garden, Orchard, Calming Corners.	<p>Research confirms that a safe, supportive, and stimulating environment significantly enhances pupils' emotional regulation, reduces anxiety, and directly supports the engagement and attainment necessary for disadvantaged pupils to close the achievement gap.</p> <ul style="list-style-type: none"> • OPAL: The Case for Play in Schools • The Thrive Approach • EEF Social & Emotional Learning 	1, 3, 5
Surveying parents & children regularly to ensure understanding of behaviour strategy, expectations/curriculum; use of newsletters to promote and celebrate; achievement assemblies; positive rewards - behaviour blueprint; working with high schools	<p>Effective parental engagement, reinforced by clear behaviour strategies, positive rewards, and curriculum information, is a key driver of academic success, as evidence from the Education Endowment Foundation (EEF) indicates that such engagement can lead to an average of four months of additional pupil progress, which is crucial for closing the attainment gap for disadvantaged pupils.</p> <ul style="list-style-type: none"> • EEF Teaching & Learning Toolkit - Parental Engagement • EEF Guidance - Working with Parents to support Children's Learning • Behaviour interventions EEF (educationendowmentfoundation.org.uk) 	1, 3, 4, 5

Contingency fund for acute issues (e.g., trips, uniforms, family support).	Allows the school to respond quickly and flexibly to non-academic needs not yet identified.	4, 5
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Total budgeted cost: £29, 500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>Updates throughout the academic year 2025-2026:</u> Based on Oct 2024 census: 16 children. Total: £24,240 <u>General:</u> <u>Targeted Intervention</u> <u>Wider Strategies</u> <u>PPG data for 2025-26</u>

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
Thrive	Thrive
OPAL	OPAL
Wellcomm	Wellcomm
EPATT	Warwickshire EP service
Time to Talk	Warwickshire S&L Service

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.