

# Pupil Premium Strategy Statement – Acorns Primary School 2024 - 2025

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 ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	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)
-------------------------	-------------------------

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25, 160
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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 &amp; Ping analysis, responses to termly surveys).</p> <p>Children's satisfaction and happiness is high (measured through pupil voice with staff &amp; Governors &amp; 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.	Walk Thrus: <a href="#">Teacher Walkthrus</a> Scaffolding/Differentiation - lesson obs Maximising impact of Teaching Assistants - EEF <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants</a> Mastering Number: <a href="#">Mastering Number at Reception and Key Stage 1</a>	1, 3
Oracy development.	<a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="#">Oracy in Maths</a> <a href="#">Voice 21 Oracy Framework</a>	2
SEND Inclusion Framework	<a href="#">Bold Beginnings: The Reception curriculum in a sample of good and outstanding primary schools</a> <a href="#">Telling the Story: the English education subject report</a> <a href="#">EEF Preparing for Literacy</a> <a href="#">Warwickshire SEND Inclusion Framework for Schools</a>	3
Wave 1 provision - school provision map.	Quality First Teaching <a href="#">SEND Code of Practice</a> <a href="https://www.acornsprimary.co.uk/special-educational-needs/">https://www.acornsprimary.co.uk/special-educational-needs/</a>	3
Behaviour: reviewing & updating policies, monitoring, consistency of effective use, training, effective use of CPoms, behaviour curriculum, 6Cs.	<a href="#">New Pedagogies for Deep Learning 6Cs</a> Mark Finnis - Restorative Practice Paul Dix - When the Adults Change Acorns Positive Behaviours, Relationships & Wellbeing Policy: <a href="https://primarysite-prod-sorted.s3.amazonaws.com/acorns-primary-school/UploadedDocument/e2fd3f3b-e506-4064-956c-333e828e1505/2024-acorns-behaviour-policy-1.pdf">https://primarysite-prod-sorted.s3.amazonaws.com/acorns-primary-school/UploadedDocument/e2fd3f3b-e506-4064-956c-333e828e1505/2024-acorns-behaviour-policy-1.pdf</a>	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	<a href="#">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a> <a href="https://www.thriveapproach.com">https://www.thriveapproach.com</a>	1
Warwickshire Families First for Children	<a href="https://www.childfriendlywarwickshire.co.uk/families-first-children">https://www.childfriendlywarwickshire.co.uk/families-first-children</a>	1
Identifying barriers and working with families Collaborative Proactive Solutions (CPS), Challenging Education	<a href="#">Lost at School Dr Ross Greene</a> <a href="#">Challenging Education</a> <a href="#">Flourishing Together a collective vision for the education system</a>	1
S&L interventions: WellComm, Time to Talk, SaLT	<a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3
SEND interventions: precision teaching, EPATT, Colourful Semantics	<a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	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	<a href="#">Working Together to Improve School Attendance</a>	1

	<a href="#">ImpactED Understanding Attendance Report 1 - Findings on the drivers of pupil absence from over 30,000 young people in England</a> <a href="#">ImpactED Understanding Attendance Report 2 - Implementing strategies with impact: lessons from over 70,000 pupils on improving school absence.</a> <a href="#">Inclusive Attendance</a>	
Signposting families; Mental Health in Schools Team workshops; newsletters; Family Information Service	<a href="#">FIS</a> <a href="#">Rise MHST</a>	2
Increase communication and collaboration with preschool settings.	Internal data tracking - PSED, Communication & Language scores, Reception Baseline <a href="https://www.eyalliance.org.uk/hello-big-school-managing-transitions">https://www.eyalliance.org.uk/hello-big-school-managing-transitions</a>	2
Enrichment and play opportunities: OPAL, trips & visitors, clubs, Junior Duke, cluster sports.	<a href="#">OPAL: The Case for Play in Schools</a> <a href="https://www.afpe.org.uk/page/About_the_Primary_PE_and_Sport_Premium">https://www.afpe.org.uk/page/About_the_Primary_PE_and_Sport_Premium</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a> <a href="#">JuniorDuke</a> <a href="https://www.johncattbookshop.com/products/equity-in-the-classroom-levelling-the-playing-field-of-learning-a-practical-guide-for-teachers">https://www.johncattbookshop.com/products/equity-in-the-classroom-levelling-the-playing-field-of-learning-a-practical-guide-for-teachers</a> 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	<a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5

**Total budgeted cost: £25, 000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Updates throughout the academic year 2024-2025:

Based on Oct 2023 census: 17 children.

Total: £25,160

#### General:

Our school IDSR shows that our school FSM percentage is close to local and national averages:

School % FSM6	Close to average	20.00	Close to average	19.77	Close to average	18.18
Local area % FSM6	Close to average	23.48	Close to average	25.00	Close to average	25.21

Due to combined SEND needs and vulnerabilities, the overall attendance and achievement of FSM shows a decline from previous years. However, successful reintegrations plans for part time timetables and attendance monitoring showed improvements for specific individuals. The phonics screening check data is inline with national.

#### **FSM6 - Attendance**

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	15	84.1%	92.6%	Below	Relative decline	High - SEN
2023/24	16	90.9%	92.0%	Close to average	Relative decline	-
2022/23	16	92.4%	91.6%	Close to average	Relative decline	-

2018/19	8	96.7%	94.4%	Above	Not available	-
---------	---	-------	-------	-------	---------------	---

### Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	12	50%	46%	Close to average (non-sig)	68%	-18	Not applicable	Not applicable
2025	4	25%	47%	Small cohort	69%	-44	Suppressed	Low - Stability
2024	4	75%	46%	Small cohort	67%	8	Suppressed	-
2023	4	50%	44%	Small cohort	66%	-16	Not available	-

### All pupils - Phonics expected standard

- There were 14 pupils who were eligible for the phonics screening check in Year 1 in 2025; 12 of them sat the check and 2 did not. Of those who sat the check, 1 pupil did not meet the **phonics expected standard**.
- There were 2 pupils who were eligible for the phonics screening check in Year 2 in 2025; both of them sat the check.

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	40	80%	80%	Close to average (non-sig)	Not applicable	Not applicable
2025	14	79%	80%	Close to average (non-sig)	No sig change	-
2024	13	85%	80%	Close to average (non-sig)	No sig change	-
2023	13	77%	79%	Close to average (non-sig)	Not available	High - SEN

Data at Acorns fluctuates due to the nature of each cohort year on year; in the previous academic year, our Year 6 cohort achieved very high results with 100% expected or above in reading, writing and GPS and 87% expected or above in maths. Our Pupil Premium children in Year 6 achieved 100% expected or above in reading with 50% greater depth; 100% expected in writing and 75% expected in maths.

### Targeted Intervention

Throughout the year, we supported our Y6 Pupil Premium children with face to face mentoring from the Lifespace Trust. Lifespace mentors aim to give the time and space to support young children; the data which follows is taken from the Acorns Impact Report for the year 2024-25.

**We are driven to make sure that all young people have:**

- The time and space to talk to someone they trust, as soon as life gets tough and for as long as they need it.
- The skills and self-awareness to improve their wellbeing.
- The chance to lead change, be heard and speak up on the issues that affect them.

Sessions held	98
Mentors in school each week	1
Non Attended Sessions (DNA)	9
Sessions per week (average)	3
Students referred	4
Average mentored at any time	3
Safeguarding concerns raised	0
Mentees described as SEN	25%
Mentees on Pupil Premium	50%

## Measuring Impact: Our Three Pillars

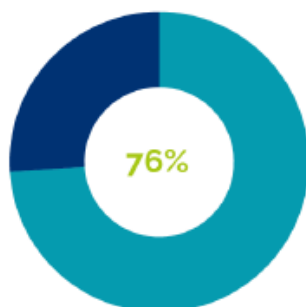
Lifespace over many years, has consistently used a form for evaluating the impact of mentoring. The 'All About Me' form is based on a number of evidence-based frameworks: SOUL record (city college Norwich), Rosenberg self esteem scale, Wagnild & Young Resilience 114 Scale and Goodmans SDQ.

The form has 18 statements which ask a young person to score themselves at the beginning of their mentoring and towards the end. The initial scores help a young person identify where they might like to focus their mentoring.

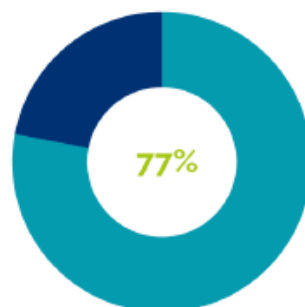
The questions assess, personal safety, comparison to peers, level of identity and whether they are proud of themselves, facing challenges, feeling positive about things, sticking at things, getting organised, standing up for themselves, learning new things, ability to set and work towards goals.

**From a sample\* group, 79% reported an overall improvement following Lifespace Mentoring. The average increase was 12.6% rising to 17.9% for those recording an overall improvement.**

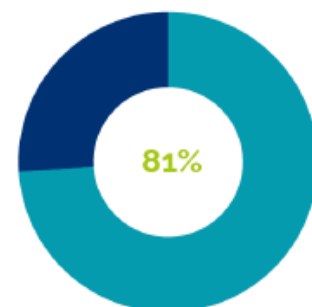
**Reduce Distress**



**Build Resilience**



**Achieve More**



## Students have told us...

*"[I liked] having a chance to talk to someone and access help." (Mentee)*

*"[It] helped me talk through problems and thoughts, and identify emotions." (Mentee)*

*"[I enjoyed] having fun and being able to talk." (Mentee)*

*"I liked talking about what has been happening [in] the real world and different feelings and how different people feel." (Mentee)*

We have continually reviewed the number of SEND Teaching Assistants to accommodate the increasing needs of our children and have grouped children accordingly with flexibility as needed. As in previous years, we have continued to have a School Readers volunteer all year to listen to readers 1:1.

Staff have been trained in the delivery of the EPATT reading intervention and children have started sessions to improve their skills in this key area. This is an intervention which will be prioritised next academic year (2025-26) with the addition of EPATT spelling and in the future, EPATT maths.

Throughout the year, children have been profiled using the Thrive Online tool and both class and individual action plans created. Children have received reparative and right time interventions to support their personal development and wellbeing. Calming Corners have been established in each classroom and guidance provided for the use of these to ensure a consistent approach across the school.

In Early Years the Wellcomm package has been used to screen all pupils and the Big Book of Ideas used to guide speech and language interventions in EYFS. Time to Talk was also implemented in EYFS.

The aim in the academic year 2025-26 will be to evaluate each of our new interventions more rigorously in terms of data (starting and end points) to show impact.

Following staff training in oracy, as a whole school team we have developed visual cards to represent good listening skills and differentiated sentence stems to use with children across the school to further develop their oracy skills.

## Wider Strategies

Our first year of the OPAL programme has seen a huge increase in children's enjoyment at break and lunchtimes; we have increased our playing spaces to overcome the congestion on the main playground and through opening up the science garden and orchard, children have a much wider choice of options for different types of play. The whole school photo display, write ups in newsletters and results from both parental and pupil surveys show the value of OPAL and we are excited to continue with our journey in 2025-26.

If you or your child have any thoughts on the OPAL (Outdoor play and learning) programme we have implemented this year, please feel free to share any comments below.

10 responses

You're doing a great job! Keep going, such positive benefits.

It is fun and interesting

My son has loved the sandpits and that you can now have free flow lunches. And that the orchard is open and the space hoppers are fun.  
He likes the digging in the science garden.

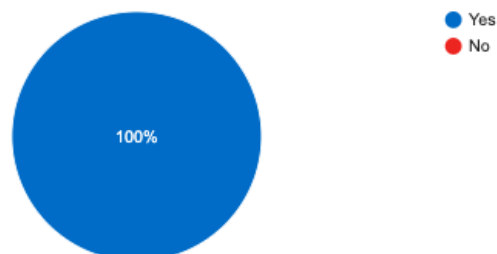
LOVE this. Great to have access to lots of areas to play. Behaviour seems to be better because of it.

They like being involved.

When asked, 100% of respondents stated that Junior Duke should continue next year and we will support any PP families with the cost of the journals so that all children can take part.

Do you think this initiative should be continued next year?

11 responses

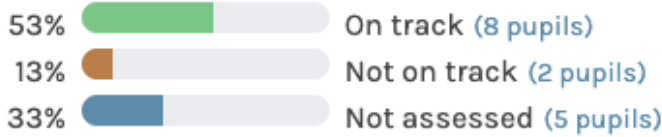


PPG data for 2024-25

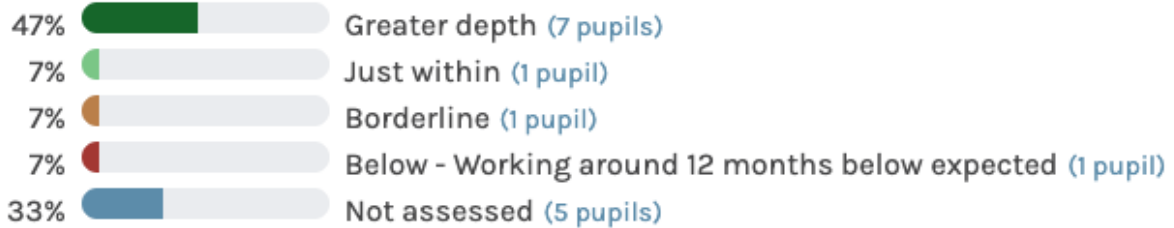
# Reading

Nursery Reception Nursery 1 Year 1-5

## Simple (Calculated)



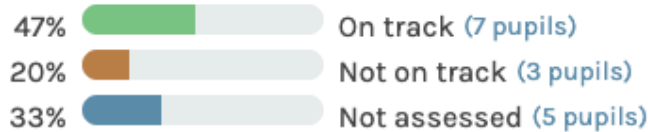
## Detailed (Recorded)



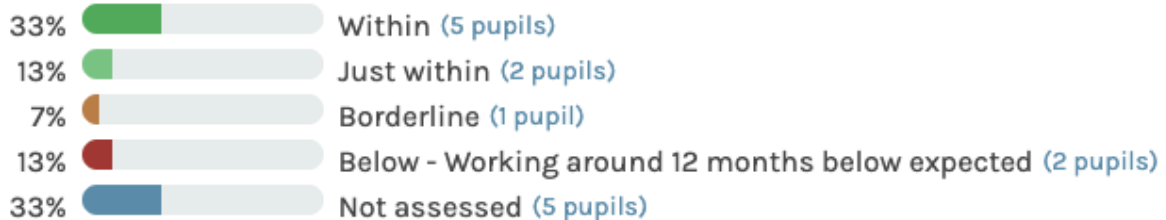
# Writing

Nursery Reception Nursery 1 Year 1-5

## Simple (Calculated)



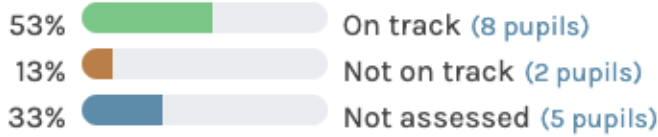
## Detailed (Recorded)



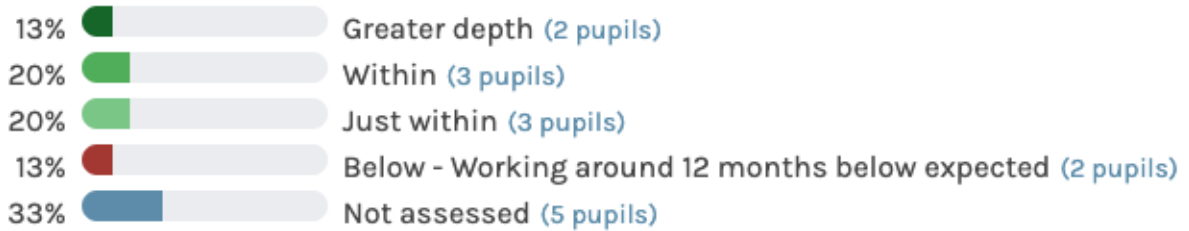
# Mathematics

Nursery Reception Nursery 1 Year 1-5

## Simple (Calculated)



## Detailed (Recorded)



## 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)

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