*Updated*

*June 2019*

The Acorns Primary and Nursery School



Reviewed Pupil Premium Action Plan 2018 - 2019

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| **Summary information** |  |  |  |  |  |
| **Academic Year** | 2018-19 | **Total PP budget** | £192,380 | **Date of most recent PP Review** | Jan 2017 |
| **Total number of pupils** | 305 | **Number of pupils eligible for PP** | 144 | **Date for next internal review of this strategy** | Jan 2019 |
| ***Number of pupils eligible for FSM*** | 95 |

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| **Current attainment** |  |  |
| **Attainment** | ***PP*** | ***Non PP*** |
| **% achieving ARE or above in reading KS1** | *46%* | *74%* |
| **% achieving ARE or above in writing KS1** | *31%* | *52%* |
| **% achieving ARE or above in maths KS1** | *39%* | *81%* |
| **% passed phonics screening** | *40%* | *73%* |
| **% achieving ARE or above in reading KS2** | *67%* | *68%* |
| **% achieving ARE or above in writing KS2** | *71%* | *74%* |
| **% achieving ARE or above in maths KS2** | *71%* | *68%* |
| **% achieving ARE or above in GPS KS2** | *86%* | *68%* |
| **% achieving ARE or above in reading, writing & maths KS2** | *69%* | *64%* |
| **KS1-KS2 progress in reading** | +0.6 | +0.3 |
| **KS1-KS2 progress in writing** | +0.5 | -0.2 |
| **KS1-KS2 progress in maths** | +0.5 | +0.6 |

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| **EYFS Good Level of Development**       |  |  |  |  | | --- | --- | --- | --- | | Year | Non | PP | Difference | | 2018 | 50% | 55% | +5% | | 2017 | 76% | 78% | +2% |     **Phonics Check Results**     |  |  |  |  | | --- | --- | --- | --- | | Year | Non | PP | Difference | | 2018 | 79% | 53% | -26% | | 2017 | 72% | 40% | -32% |     **End of Key Stage Combined Results**     |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Year |  | Y2 |  |  | Y6 |  | | Non | PP | Difference | Non | PP | Difference | | 2018 | 54% | 30% | -24% | 69% | 65% | +5% | | 2017 | 52% | 21% | -31% | 75% | 41% | -34% | | 2016 | 21% | 10% | -11% | 33% | 7% | -26% | |

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| **Barriers to future attainment** | | |
| **A** | Some of our pupils have had events in their lives that mean that they are not always ready to focus upon their learning. Support at home is not always available or parents may not feel confident to help their child learn. Some children do not arrive in school ready to learn, or are persistently absent and late. | |
| **B** | A number of pupils display specific learning difficulties such as dyslexic traits so struggle to: record their learning, remember things and organise themselves. | |
| **C** | Many of our children struggle to communicate effectively due to speech and language needs. Many children do not have a language rich environment. | |
| **D** | Some of our children have not had a variety of rich experiences from which they can draw upon when learning or in the wider world. | |
| **Desired outcomes** | | **Success criteria** |
| **A.** | Children feel safe and confident in school so that they can access their learning; programmes such as ELSA support children with greatest need.  Families are supported to parent and educate their children; regular high quality workshops are well attended.  Children at Child In Need or Child Protection are safeguarded. School works with partner agencies to ensure that the best outcomes for the children are found. Families engage well with the process, or school endeavours to try all ways to keep open lines of communication.  Children are able to share their wishes and feelings both formally (following a situation); through planned activities and at any time they need to. This means that children have someone and somewhere to go to if they are not feeling happy.  Children in need of more complex psychological help receive it in a timely manner.  Parents are provided with support to help them understand their child’s education and opportunities are given for parents to come into school in less formal situations.  Disadvantaged children and families are motivated and engaged with school and fully understand why attendance is a high priority.  Children attend school regularly, they arrive in school on time, calm and ready to learn.  All children to have access to a healthy breakfast | Attendance and punctuality of PP children in in line with ‘other’ and at or above national.    Children do not report feeling hungry in school.    Pupil questionnaires and conferences show that children enjoy school.    Children at TAF, CIN and CP tell us they feel supported.    Families at TAF, CIN and CP engage well.    Children receive support from specialists in school including the ELSA programme and from CAMHS.    Incidents of poor behaviour, challenging or violent behaviour from children with PP are rare.    Every class invites parents into school on at least two occasions during the school year. Parents and children feedback positively about this.    Parents attend at least one workshop to support learning in the home (such as phonics, maths, homework, book look) |

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| **B.** | Attainment of PP in current Year 2 class to be within 20% of other children in reading, writing and maths. (This difference to close by approximately 5% every year after that so that it is closed by Y6 – the difference will be diminished.) Children with SEND make good progress given their level of need, both academically and socially.  Tailored support in class is provided to assist with specific learning difficulties and levels of attainment below age expected standards; high quality interventions ensure that gaps are addressed rapidly.  Transitions are smooth (upon entering school in Nursery and/or Reception; to each year thereafter; from Key Stage 1 to 2; into high school).  English and maths are high priority on our curriculum; quality training ensures that all staff members are fully equipped to deliver teaching which is never less than good.  Teachers and teaching assistants know how to teach reading and deliver the highest quality teaching so that children have a range of strategies.  The vast majority of children present their work at standard reflective of their age/stage.  Children have a range of strategies to promote memory/recall which can be applied in a range of contexts. | Pupils eligible for PP in Year 2 make rapid progress by the end of the year so that all pupils eligible for PP (not including SEND) meet age related expectations. Measured by KS1 teacher assessments in reading, writing and maths.  Tailored, precision teaching evidenced in planning, books, environment and through pupil voice.  Additional time is facilitated to enable transitions.  English results of PP children is in line with ‘others’ at Y6.  AR and TT show higher progress for children with PP compared to ‘others’.  Opportunities for English and maths skills application are abundant across the curriculum as evidenced through books, learning environment and pupil voice.  Provision shows multiple opportunities to develop fine motor skills & handwriting.  Children can explain different ways to remember. |

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| **C.** | Children learn in language rich environment to promote oracy and imagination    Children in need of specific intervention for speech and language are identified early. Intervention is supported through classroom practice and vice versa.    Standard English is modelled throughout the school day and children listen to adults read aloud.    Children are exposed to a range of high quality literature through a variety of exciting and engaging ways; they are immersed in a world of literature. | PWP completely embedded across the school as evidenced through books and environments.  Role play is utilised expertly to promote speaking, listening and imagination.  Standardised tests as well as feedback from all stakeholders show rapid progress.  Speaking and writing show improvements in standard English.  Pupil conferencing / questionnaires show high levels of engagement. Classrooms celebrate reading and promote different strategies. |
| **D.** | Every child in school has experienced a visit or visitor every term.  Every child in Y2, Y4 and Y6 have been provided with an opportunity for overnight trips which provide rich and varied activities.  A range of activities, clubs, and experiences are provided both within and after school hours. | High quality visits are planned for and high levels of engagement and enjoyment are reported by children.  PP children engage as well as others in afterschool clubs.  PP children can access before and after school club. |

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| **Planned expenditure** | | | |  | |  |
| **Academic year** | | **2018-19** | |  | |  |
| **Quality of teaching for all** | | | |  | |  |
| **Desired outcome** | **Chosen action**  **/ approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Children in Reception make an excellent start to their education, settle quickly and make rapid progress | High Ratios &  Experienced staff | | Enable intervention to close gaps rapidly.  Two class teachers to maintain two distinct  Reception classes | Continued monitoring | EL | Half termly |
|  | | | | **Total budgeted cost** | | **£15,000** |

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| Continued rapid progress in writing so that children with PP achieve as well as ‘others’ by the end of Year 6. | PWP | PWP engages children speaking and listening first. Our children need this. Shared and Guided Writing are integral to this. All teaching, not only of English, will benefit from this. Daily word and grammar games will ensure that children have a secure grasp of the English language which will ensure that any gaps in punctuation are addressed quickly.  *(See PWP rationale for further detail)* | English leader together with PWP team over the two years. | JP | At each PWP Team Day and also through MER and data. |
|  |  |  | **Total budgeted cost** | | **0** |
| Children make rapid progress in Reading and  Writing | 1:1 Reading | Reading enables children to access all areas of learning. Therefore children entitled to PP will receive an additional read once a week. | English leader | JP |  |
|  |  |  | **Total budgeted cost** | | **£20,000** |
| Phonics accuracy to increase both in reading and writing | Training | Reading is improving across the school showing the impact of changes to the teaching. Transference into writing is improving. | MER programme  CPD Evaluations | JP | Tracking half termly of phonics |
|  |  |  | **Total budgeted cost** | | **£1400** |
| Formative and summative assessment provides teachers with information to close gaps in writing & maths | The Literacy  Company & First 4 Maths moderation process; tailored marking and planning | Target Tracker is embedded across the school. Teachers are using the system for formative assessment; a judgement of band and step is made at the end of each term.    Moderation through the cluster and within school from The Literacy Company & First 4 Maths will enhance practice. Cluster moderation will also provide an opportunity to develop further subject leader knowledge and this information will be shared through staff meetings. | Cluster and 1:1 moderation  CPD evaluations  MER  Staff meetings | HB |  |
|  |  |  | **Total budgeted cost** | | **£5000** |

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| **Impact**  Teaching of English continues to be consistently good across the school as recognised by external agencies. Due to our success with the PWP, we have showcased our approach to other schools and practitioners. Children report high levels of enjoyment, knowledge of genres, authors; books also show strong progress as documented by The Literacy company during termly visits.  New approaches to the teaching of reading through more opportunities to undertake shared reading sessions has been received well by staff and children.  End of KS2 data shows that end of year attainment for PP children in Writing is in line with Non PP children (1% diff). There is a difference of 10% in reading and a difference of 15% for maths. However, if SEND and EAL children are removed from this analysis, 100% of PP children achieved EXS in Reading, 100% in writing and 93% achieved EXS in maths. The percentage of children achieving EXS combined with no SEND or EAL = PP 92% Non PP 100%  PP children have outperformed Non PP in progress in writing at the end of KS2 with 82% of children achieving more than expected progress compared to 79% Non PP, as well as Maths with 77% PP children achieving more than expected progress compared to 74% Non PP. Reading has a 2% difference (77% PP compared to 79% no PP).  100% of PP children (excluding SEND) achieved more than expected progress in writing with 92% achieving this in Maths and Reading.  End of year Reception data shows that PP children have outperformed non PP children for progress across the year with 86% achieving more than expected progress in Reading, 91% in writing and 95% in numbers. | | | | | |
| Children with dyslexic tendencies make rapid progress from their starting point and gaps in learning are closed | Specialist dyslexia screening  Specialist dyslexia intervention | A number of our children present with dyslexic tendencies such as difficulties with memory, organisation and literacy skills. In 2016-17 some children were screened to assess their needs and provision was put in place to support them in the classroom. It was established that additional learning was required and so an experienced TA team now works 1:1 with children in addition to supporting in class for core subjects in Year 3 and 4.    This year further screening will continue as well as the interventions. | MER programme by the SENDCo | NH | Impact will be addressed through Pupil Progress Meetings as well as internal tracking systems |
|  | | | **Total budgeted cost** | | **£20,000** |
| **Impact**  Children with dyslexia or dyslexia trait have received additional provision through 1:1 intervention and through daily access to an Indirect Dyslexia Learning (IDL) programme. Access to this has improved greatly since Christmas. Internal monitoring shows that children make good progress for their starting points. Children on average across KS2 have made 11 months progress in their reading of key words and spellings across an academic year.  Those children access the IDL program have shown excellent progress in both their reading age and spelling capabilities. | | | | | |
| Parents feel confident to engage with their child’s learning and support school |  | We provide a number of events throughout the year to engage with parents. This year we will continue with our most successful workshops and events (Christmas books, phonics and maths training). We will also provide termly book looks for parents. | Questionnaires  Attendance figures |  |  |
|  | | | **Total budgeted cost** | | **£500** |
| **Desired outcome** | **Chosen action**  **/ approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |

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| Y2 and Y6 to receive high quality cross curricular opportunities for English & Maths to promote levels of literacy & numeracy, especially greater depth. | Targeted additional teacher support | The experienced QT will enable children to receive enhanced provision where a gap between PP children and non PP is evident. The effect of this deployment will be a reduction in class size during certain lessons as well as additional expertise.    The QT will teach a full day in Y6 and in Y2 to offer the highest quality provision for foundation subjects, linking closely with English and Maths so that children are provided additional opportunities to practice and apply their skills independently | Regular monitoring of impact - updating of progress meeting records (half termly) | NP and JP | Termly through data analysis and staff feedback. QT will move in Spring to area of greatest need. |
| **Total budgeted cost** | | | | | **£46,288** |
| **Impact**  Evidence from books has suggested strong cross curricular links have been achieved to support the progress within Reading, Writing and Maths. Range of activites and depth of learning highlighted. More focus has been placed on Science, especially within Y6 to allow children opportunities to demonstrate their knowledge and understanding. | | | | | |
| Raise standards further in Maths through precise teaching. | Guided Maths | EEF highlights a number of areas which research demonstrates has high impact on teaching and learning. Training on this will be delivered through a Guided Maths training project. | Monitoring programme | EL | Termly |
| **Total budgeted cost** | | | | | **£5000** |
| Improved rates of progress in reading and writing for Reception children and low attaining Y1 pupils. | Early Literacy  Intervention | A bespoke intervention has been devised to enhance practice for children in Reception who will receive Reading Recovery style reading/writing daily. | Early Literacy Intervention tracking  TT | JP & EL | Termly |
| **Total budgeted cost** | | | | | **£38,500** |
| **Impact**  All staff have received training on guided maths provision and report success in levels of enjoyment and engagement within lessons. Children can now be targeted through immediate intervention within classes ‘horseshoe’ table arrangement.  The number of children across the school (Y1-6) who have reached the Expected Standard in maths has risen from 52% Summer 2018 to 58% Summer 2019 with children working at a Greater Depth Standard rising from 5% Summer 2018 to 7% Summer 2019.  The number of PP children across the school (Y1-6) who have reached the Expected Standard in maths has risen from 42% Summer 2018 to 44% Summer 2019.  PP children in Reception outperform Non PP children in progress for Reading and Writing with 86% of children having made expected or more than expected progress in Reading and 90% in Writing. | | | | | |

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| Children with specific speech and language difficulties receive quality intervention | SALT in school | A significant number of children enter our school with language skills lower than expected. A number of children have specific needs in SAL which can only be addressed through intervention. Often waiting lists for NHS SALT mean that children are not always seen in a timely manner or are seen infrequently; in-school support from the NHS is limited.  Additionally, some children may not meet the threshold for support so would never receive the help they require and ultimately this could have an impact on English attainment and progress. Therefore, our onsite SALT is necessary for both interventions and training staff who can implement strategies in their own teaching. This year all staff are well supported to screen children, know what to do to help and when to seek advice. | Pupil Passports, internal tracking systems, TT, pupil conferencing, Healthcare Plans. |  | NH | Termly |
|  |  |  |  | **Total budgeted cost** | | **£35,490** |
| **Impact**  Internal tracking and monitoring shows significant gains for pupils on the programme. Parents report happy of quality of provision. | | | | | | |
| PP children with EAL can access learning and succeed across the curriculum | EAL Tutor | Children are welcomed to our school irrelevant of their backgrounds. Those with additional languages are quick to settle. However, all children with EAL face barriers to their learning both in learning a new language and through cultural differences. We develop children’s language skills through 1:1 sessions. We find this learning is vital to make a difference to learning in the classroom. | Pupil conferencing  MER  Parental feedback |  | NH | Termly |
|  |  |  |  | **Total budgeted cost** | | **£10,800** |
| **Impact**  Excellent progress seen from our EAL pupils who receive specific intervention: one Y6 child reached the EXS in Writing and Maths. | | | | | | |

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| **Desired outcome** | **Chosen action**  **/ approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Children feel safe and confident in school    Attendance is good, and persistent absence is rapidly improved | 1 full time School  Family Liaison Officers  first day response calls; trigger points for letters;  meetings; EWO  referrals; attendance incentives each  week | To ensure that safeguarding is exceptional two members of staff are essential. Evidence over a number of years has shown that both members of staff have had a significant impact on the safety and wellbeing of children, especially those most at risk.  Additionally, whilst all members of staff are committed to safeguarding, having two designated staff members with their own rooms provides a specific point of contact and place of safety for children.  Children need to be in school, on time to achieve their potential. | Half termly formal meetings with SFLOs and SMT | HM | Termly |
| Children are provided with an opportunity to share their thoughts and  emotions | ELSA | Children will be provided with timetabled, structured sessions to enable them to explore their emotions and reprogram their thoughts where incorrect patterns have occurred. | Baseline assessments followed by end of session assessments  Reduction in outbursts, challenging behaviours; increased engagement in lessons and school life. | NH | Termly |
| Children attend school regularly, they arrive in school on time, calm and ready to learn.  All children to have access to a healthy breakfast | Magic Breakfast | Providing children with a healthy breakfast ensures that they have energy for learning to enable them to concentrate. Additionally, it supports with children having a calm start to the day and ensures that any worries are addressed before teaching time. Finally, it supports parents financially and so they can use the money saved to provide dinner. |  | HB & SW |  |
|  |  |  | **Total budgeted cost** | | **£60,000** |
| **Impact**  Safeguarding at The Acorns continues to be seen as strength. As a result, children with PP receive timely intervention and family support. Those children further on the continuum of need (CIN and CP) have received rapid intervention.  Attendance is at 95.4%. Further work required on punctuality; however, Magic Breakfast has had a huge impact on a number of children’s punctuality with between 50-70 children accessing this daily. As well as this, morning Wake and Shake up clubs support specific children with punctuality and morning routines.  Behaviour continues to be good, especially during learning time. Challenging, violent behaviours are rare, and when they do occur, they are dealt with positively resulting in positive outcomes. | | | | | |
| Children enjoy a range of visits, visitors and clubs which ensures that children can draw upon a variety of experiences in work and in their lives | Subsidised and free visits, experiences and clubs | In the past, experiences have been difficult to fund. Therefore, we now ensure that all can function through careful use of the Pupil Premium grant.  Our before and after school club is heavily subsidised and supports a large number of PP children ensuring that their parents can work or that alternate travel arrangements can be met. | Pupil voice, EVC to ensure wide range of opportunities and display this | EML | Annually |
|  |  |  | **Total budgeted cost** | | **£10,000** |
| **Impact**  Children with PP have access to an extensive, school funded after school program and attendance by PP children to residential has been good. Children also have had a range of experiences this year to support their education (beach clean-up, visits to the local high-school, careers days, residential visits etc…) | | | | | |