*March 2020*

The Acorns Primary and Nursery School



3 Year Pupil Premium Action Plan 2019 - 2022

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| **Summary information** |  |  |  |  |  |
| **Academic Year** | 2019-20 | **Total PP budget** | £159,660.25 | **Date of most recent PP Review** | March 2020 |
| **Total number of pupils** | 262  Rec-Y6 | **Number of pupils eligible for PP** | 134 / 51% | **Date for next internal review of this strategy** | May 2020 |
| ***Number of pupils eligible for FSM*** | 108 / 41% |

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| **2018-2019 Attainment** |  |  |
| **Attainment** | ***PP*** | ***Non PP*** |
| **% achieving ARE or above in reading KS1** | 29% | 61% |
| **% achieving ARE or above in writing KS1** | 29% | 43% |
| **% achieving ARE or above in maths KS1** | 36% | 70% |
| **% passed phonics screening** | 42% | 46% |
| **% achieving ARE or above in reading KS2** | 68% | 79% |
| **% achieving ARE or above in writing KS2** | 77% | 79% |
| **% achieving ARE or above in maths KS2** | 64% | 79% |
| **% achieving ARE or above in GPS KS2** | 64% | 79% |
| **% achieving ARE or above in reading, writing & maths KS2** | 59% | 79% |
| **KS1-KS2 progress in reading** | +1.2 | +3.0 |
| **KS1-KS2 progress in writing** | +3.2 | +2.9 |
| **KS1-KS2 progress in maths** | -0.9 | +1.1 |

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| **EYFS Good Level of Development**       |  |  |  |  | | --- | --- | --- | --- | | Year | Non | PP | Difference | | 2018 | 50% | 55% | +5% | | 2019 | 55% | 48% | -7% |     **Phonics Check Results**     |  |  |  |  | | --- | --- | --- | --- | | Year | Non | PP | Difference | | 2018 | 79% | 53% | -26% | | 2019 | 46% | 42% | -4% |     **End of Key Stage Combined Results**     |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Year |  | Y2 |  |  | Y6 |  | | Non | PP | Difference | Non | PP | Difference | | 2018 | 54% | 30% | -24% | 69% | 65% | +5% | | 2019 | 35% | 29% | -6% | 79% | 59% | -20% | |

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| **Target areas based on research and analysis of barriers to attainment / progress** | | |
| **1** | **Teaching** | |
| Barriers to future attainment:   * significant number of PP children with additional SEND needs in current Y2 cohort (44%) * significant attainment gap for disadvantaged children in current Y1 cohort in reading * significant attainment gap for disadvantaged children in current Y3 cohort in reading, writing and maths * significant attainment gap for disadvantaged children in current Y4 cohort in reading, writing and maths * not enough PP children reach the higher standards in writing or maths end of KS2 compared to other children * many children have not had access to the same developmental experiences as their peers | | |
| Success Criteria | | Impact |
| **Provide quality first teaching and learning**  All teachers are knowledgeable of the needs of the children in their class  Teachers are provided with appropriate CPD to support them to meet the needs of children under their care  All teachers deliver exciting and engaging learning across the curriculum and are knowledgeable of the importance of retrieval of knowledge and development and application of skills.  Effective feedback is given to children to support their learning    Though a mastery approach to the teaching and learning of maths, disadvantaged pupils perform in line with their peers (attainment) and progress for many is better than good    Children can recall knowledge from previous learning across the curriculum  Literacy and numeracy skills are promoted within all learning across the curriculum; quality training ensures that all staff members are fully equipped to deliver teaching which is never less than good  Children who left KS1 below EXS make rapid progress and more reach EXS by the end of Year 3  Attainment of children eligible for Pupil Premium funding in current Year 2 increases in reading, writing and maths  Children with SEND make good progress given their level of need, both academically and socially  The majority of Year 4 children achieve well in the upcoming Year 4 Multiplication Tests; The majority of Year 6 children achieve EXS in Reading, Writing and Maths  Children develop a better understanding of their own learning (Meta-cognition): they can articulate what they have already learnt, what they are learning now, their strengths and what they need to do to get better    Our pupils recognise the value of working collaboratively and have many opportunities to work with a range of peers daily    **Provide a language rich environment for all our children in order to develop oracy and literacy skills**  All teachers successfully follow the Talk4Writing teaching model and follow the schools expectations for the teaching of reading and maths  Teachers and teaching assistants know how to teach reading and deliver the highest quality teaching so that children have a range of strategies    Children learn in a language rich environment to promote oracy and imagination across the curriculum    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    Learning across the curriculum supports the development of social interaction and language acquisition  Teacher are aware of how to teach language acquisition and learning reflects the importance of this; language acquisition is a clear part of the ethos of the school  Children feel they have a voice in the classroom and are given the opportunities to share their ideas and ask questions daily  Provision in our EY setting is tailored to meet the needs of our disadvantaged children, who as a result make excellent progress | | **Year 1**  Areas of effective teaching are known across the school and staff are frequently signposted to these to support ongoing CPD  Where teaching is less effective, support has been given to raise standards through a combination of internal and external (First4Maths / The Literacy Company etc…)  A wide range of CPD opportunities have been available for all staff, particularly around understanding individual children’s needs  Spring Term Attainment of Pupil Premium children has risen in each cohort (2-6) in reading, writing and maths:  Y2 R+22% W+5% M+33%  Y3 R+4% W+26% M+22%  Y4 R+19% W+18% M+28%  Y5 R+21% W+23% M+54%  Y6 R+19% R+33% M+49%  Strong progress can be seen for the vast majority of PP children with 92% of children making expected or better progress in reading, 84% in writing and 96% in maths  Children are showing a much stronger understanding of the COEL, and can now track their own progress in each area using their individual tracking grid  Strong progress can be seen in recent phonics checks for Y1 pupils and those in Y2 who need to retake the screening check, with the overall pass % for PP children rising from 4% (Sep) to 45% (March)  The teaching of language is evident across all classrooms, in line with the Talk4Writing approach  Whole school writing attainment for PP children has risen from 14% EXS & 0% GD in Autumn to 32% EXS & 4% GD in Spring  Monitoring of the quality of teaching in reading suggested this is an area of strength across the school  Small group CPD has been given by our English Subject Lead to teaching assistants to improve the quality of guided reading sessions  Progress of the reception cohort is pleasing, with 53% children now on track to achieve GLD compared to 21% in Autumn Term, and 68% of children meeting EXS in reading, writing and numbers now compared to 26% in Autumn Term. |

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| **2** | **Targeted academic support** | |
| Barriers to future attainment:   * many of our PP children have additional needs, including some with S&L difficulties * many of our PP children do not possess the phonological knowledge and understanding in line with their peers nationally when they leave Y1 | | |
| Success Criteria | | Impact |
| **Children within specific need are identified early; intervention is supported through classroom practice and vice versa**  Additional daily provision ensure children make rapid progress in their acquisition and application of phonics    Children in need of specific intervention for speech and language are identified early; intervention is supported through classroom practice and vice versa    Skilled teaching assistants and support staff are utilised to provide high quality small group or individual intervention    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  Rapid progress is made in reading through targeted additional individual reads  Targeted support results in children feeling confident ahead of statutory examinations, with the majority of Year 4 children achieve well in the upcoming Year 4 Multiplication Tests; The majority of Year 6 children achieve EXS in Reading, Writing and Maths | | **Year 1**  Daily speech and language interventions are high quality and children are showing progress as a result of this  Daily IDL access is support children in addition to weekly 1:1 intervention  Weekly small group intervention is support children to learn and retain new information well  Targeted support for Y4 pupils has resulted in an increase of 32% assessed as EXS in maths compared to Spring Term, with 29% more PP children now assessed as EXS or above  Targeted support for Y6 pupils has resulted in an increase of 19% EXS or above in reading, 54% EXS or above in writing and 49% EXS or above in maths, with an overall combined (r,w,m) increase of 37% for PP children |

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| **3** | **Wider Strategies** | |
| Barriers to future attainment:   * some children do not arrive at school ready to learn and/or communicate positively * a proportion of persistent absentees are disadvantaged * social and emotional needs of some disadvantaged children negatively impact on progress rates | | |
| Success Criteria | | Impact |
| **Ensure that all of our children are ready to learn**  All children have access to a healthy breakfast through the Magic Breakfast programme. Numbers stay consistently high and families are signposted to this provision if in need or new to school  Children attend school regularly, they arrive in school on time, calm and ready to learn  Families are supported to parent and educate their children; regular high quality workshops are well attended    Children feel safe and confident in school so that they can access their learning; programmes such as ELSA support children with specific needs    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 from experts within that field  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  Staff are knowledgeable of potential barriers to learning and have a strong understanding of the children in their class who are disadvantaged  **Provide a variety of high quality experiences that support our children in their learning and within the world outside of the classroom**  Every child in school has experienced a visit or visitor every term  Every child in Y2, Y4 and Y6 has been provided with an opportunity for overnight trips which provide rich and varied activities  Children have a rich choice of extra-curricular provision, provided both within and after school hours    Classroom experiences are often used to promote learning across the curriculum  Staff have at their disposal a range of resources which they can draw upon to support the planning of quality experiences  Children feel confident to voice their ideas and ask questions to gain knowledge and understanding  The school’s library is well used and specific families are directed there to promote a love of reading  Passion 4 Learning enrichment club is well attended and parents are involved with the family experiences; as a result children’s well-being improves    **All transitional periods across school are well considered, planned for and as a result, are smooth and supportive for children and parents**  All children are ready for their next step in education  Parents of children who are new to EYFS, new to KS1 and moving to KS3 are supported well  Children who are new to school are identified early if they are eligible for Pupil Premium funding; these children are supported to settle in well  The Acorns are part of the Transition Through Trauma Project – 4 children are used as a case study and represent children (without SEND / EHCP) who may need additional support through transition from KS2 – KS3  Parent workshops are attended well | | **Year 1**  Magic breakfast numbers continue to be high (approx. 80 children daily)  There continues to be a negative gap between the attendance of PP compared to other pupils. This is in line with the national picture, however more needs to be done to address this  ELSA sessions have happened regularly across the school. KS1 SFLO has worked with 5 specific children, whereas our KS2 SFLO has worked 1:1 with 14 children  These meetings have been in response to the needs of the individual child and have played a part in wider safeguarding  Parental support workshops (magic 123) have been offered to 8 parents this year  Extra-curriculum provision was well attended by PP children. During Autumn Term 68 (51%) children attended, with 72 (54%) children offered places for Spring Term. Summer ASC to be tailored to the needs of the non-active population  Training has been provided to all Teaching Assistants on attachment. CPD evaluation forms show that this was extremely well received, with staff reporting how important it was to understand attachment theory  A range of enrichment opportunities have been run across the school so far this year. These are as follows:  EYFS:   * Greenacres trip * Visit to nursing home   KS1:   * Family Martial Arts * Stranger Danger workshop * Careers opportunity talks (farming / PCSO)   LKS2:   * Visit to local high school for art project * Beauty & The Beast performance @ WCC * Visit from The Theatre Company * Cheshire Phoenix Hoops 4 Health Roadshow * Cheshire Phoenix Match Day experience   UKS2:   * Roberts’ Bakery visit * Urenco Workshop * TWISTA project * Fire Safety visit from Cheshire Fire Service * Min-Y-Don residential * Crucial Crew trip * Airbus Engineering workshop   Passion4Learning (18/05/2020) end of year reports shows strong progress in the areas of security, relationships and communication, confidence and self-esteem, learning and understanding, expressing themselves and hopes and dreams for the 14 pupils who took part  Specific transition for year 5 and year 6 pupils has run throughout the year to ready our children for the next steps in their education  Strong communication (both face to face and via virtual meetings & emails) is ongoing with relevant secondary school in order to share important information as part of a complete transition package |

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| **Planned expenditure to ensure:**   1. **Teaching:**  * **Provide quality first teaching and targeted support for our children who are eligible for Pupil Premium funding, including those who also have additional barriers to learning (SEND)** * **Provide a language rich environment for all our children in order to develop oracy and literacy skills**  1. **Targeted academic support:**  * **Children within specific need are identified early; intervention is supported through classroom practice and vice versa**  1. **Wider strategies:**  * **Ensure that all of our children are ready to learn** * **Provide a variety of high quality experiences that support our children in their learning and within the world outside of the classroom** * **All transitional periods across school are well considered, planned for and as a result, are smooth and supportive for children and parents** |

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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** | **What changes / revision will be made to this intervention & when will this happen?** |

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| Children feel safe and confident in school    Attendance is good, and persistent absence is rapidly improved  Children are provided with an opportunity to share their thoughts and  emotions | 2 full time School  Family Liaison Officers  First day response calls; trigger points for letters;  meetings; EWO  referrals; attendance incentives each  week  ELSA | 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  Children will be provided with timetabled, structured sessions to enable them to explore their emotions and reprogram their thoughts where incorrect patterns have occurred | Half termly formal meetings with SFLOs and SMT  Baseline assessments followed by end of session assessments  Reduction in outbursts, challenging behaviours; increased engagement in lessons and school life | | HM (HT)  KB (SENCO) | | **Year 1**  Successful ELSA sessions suggest this needs to remain with ongoing identification of other children |
|  |  |  | **Budgeted cost** | | | | **£75,250.00** |
| 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 (HT)  SW (SFLO) | | **Year 1**  On-going – continue to signpost families to this service |
|  |  |  | **Budgeted cost** | | | | **£4,389** |
| The teaching and learning of Phonics is never less than good | Phonics TLR | The number of children who passed the Phonics Screening Test was lower than expected. This must improve. As a result of this, a new Phonics Lead TLR has been given to our current Year 2 teacher | Staff training on a consistent approach to teaching phonics  Fortnightly monitoring of phonics  Support from local advisor  Regular support from The English Hub  A wide variety of new books purchased, some of which are fully decodable | | NH (Phonics lead) | **Year 1**  Progress is children’s phonological awareness is pleasing  Review of TLR at the end of the academic year | |
|  | | | **Budgeted cost** | | | **£3,635** | |
| Formative and summative assessment provides teachers with information to close gaps in writing & maths and improve daily classroom practice | The Literacy  Company & First 4 Maths moderation process; tailored marking and planning | 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  Further English focussed CPD led by English lead based on findings from moderations  Further teaching and learning CPD led by DHT based on findings from moderations | | NP (DHT)  JP (English Lead)  EL (Maths Lead) | **Year 1**  Moderation and additional support provided by First4Maths and The Literacy Company have again proven vital in support teaching and learning across the school. DHT has been present for all moderation meetings and subject leaders for some. Plans to continue this provision are in place for next academic year. Whole school CPD in English and Maths has come, in part, from the findings of these moderation meetings | |
| **Budgeted cost** | | | | | | **£4,133.60** | |
| Children in Year 4 and 6 perform well on statutory testing in line with their peers nationally | Purchase of additional tablets to allow access to online / interactive learning resources | Based on last year’s Year 4 multiplication pilot, children need more regular access to Times Tables Rock Stars to improve their speed and accuracy of recalling multiplication facts by the end of Year 4  Online recourse can provide instant feedback from SATs style questions so that children can progress quicker and achieve better at the end of KS2 | Children will have daily opportunities to access online resources  Teachers will set child specific challenges when needed  Constant tracking of progress made easier by using the right online programmes | | NP (DHT)  EM-L (Computing lead) | **Year 1**  Attainment and progress data show positive impact of additional tablets  The systems in place for TT Rock Stars, Accelerated Reader and now Seesaw are vital to home learning  **Year 2**  Consider Seesaw as the sole method of setting more meaningful, engaging home learning | |
| **Budgeted cost** | | | | | | **£10,065** | |
| Children with a variety of need / barriers to learning receive appropriate provision every day | A group of children (10) receive tailored support within a separate ‘nurture classroom’. This ensures that the children receive the support they need for reading, writing and maths. | Due to the variety of needs this particular group have, a smaller group setting was necessary as an alternative to accessing mainstream classroom practise | The nurture class lead practitioner is supported well by the KS1 team in terms of planning, delivery and assessment. Further support from SMT is in place when needed | | CW (HLTA)  KB (SENCO) | **Year 1**  HLTA performance management supported by SENCO termly  Monitoring of teaching and learning half termly  Support given based on weekly review | |
| **Budgeted cost** | | | | | | **£19,982.40** | |
| 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 2018-19 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 SENCO | | NP (DHT)  KB (SENCO) | **Year 1**  Impact will be addressed through Pupil Progress Meetings as well as internal tracking systems | |
| **Budgeted cost** | | | | | | **£9,719.25** | |
| 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. |  | KB (SENCO) | | **Year 1**  Termly Pupil Progress meetings |
|  |  |  |  | **Budgeted cost** | | | **£41,294.75** |
| 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 |  | NP (DHT) | | **Year 1**  Our EAL children are well supported both academically and socially and emotionally |
|  |  |  |  | **Budgeted cost** | | | **£4,173.39** |

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| 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 (KS2 lead) | **Year 1**  A combination of the Pupil Premium grant, parent contributions, support funding from the PTA and external agencies funding, has ensured that every child in Y2, 4 and 6 has the chance to attend a residential, and every child in years 1, 3 and 5 have had at least 1 trip or visitor each term.  All extra-curricular clubs continue to be free to all children. These are well attended by PP children.  **Year 2**  Plans are in place to structure planned trips and visitors into the curriculum more consistently |
|  |  |  | **Budgeted cost** | | **£5,252** |
| Ensure that all children are ready for PE every week | Free PE kit for all children whose parents complete a Pupil Premium Registration Form | Many children last year could not access PE appropriately due to not having the correct PE kit  This initiative will allow all parents to access a free PE kit for their child | Close tracking of those who have completed the form and are eligible | NP (DHT)  CC (SBM) | **Year 1**  234 children have received a free PE kit  **Year 2**  Cost will reduce dramatically in second year |
|  |  |  | **Budgeted cost** | | **£999** |
| Every Child has access to before and after school clubs when needed | Access to before and after school clubs | Some children, who others wouldn’t have, are given access to before and after school clubs to support families and ensure adequate care is in place | Weekly tracking of attendance  Daily response to needs to families | HB (HT) | **Year 1**  Before and after school is well populated and used by those families that need it |
|  |  |  | **Budgeted cost** | | **£6,000** |
| Transition from Y6 to KS3 is smooth for all children | Children in Y6 and Y5 are identified early and are part of the Transition Through Trauma Project | Project aimed at those children who are eligible for Pupil Premium Funding but do not receive any additional support based on SEND / EHCP  Year-long project aimed at providing multiple opportunities for children to develop skills needed for transition  Training given to NP (DHT), PR (SFLO) and GG (Gov) in order to support this project | Specific training and tracking throughout the year | NP (DHT) | **Year 1**  Initial feedback for RAGE and TWISTA programmes are strong. Additional transition opportunities completed with TEPCEC have been positive  **Year 2**  Transition package offered by CWAC will depend on success of Year 1 |
|  |  |  | **Budgeted cost** | | **Initial year free** |
| Small group Forest School program | Children in Y3 & 4 who have been selected through staff discussions and data analysis | Initial 6 week program targeting children whose low confidence and low self-esteem negatively impacts their academic progress | 6 week program run by Cheshire Wildlife Trust – support by Level 6 TA | NP (DHT) | **Year 1** |
|  |  |  | **Budgeted cost** | | **£900** |
| Passion 4 Learning | 12 children to access Passion 4 Learning club each week for 12 weeks | Match funded by Stanlaw Abbey for Passion 4 Learning to provide an enrichment club for chosen children. This includes experiences with the family | Weekly updates from P4L team, plus termly sand end of year detailed reports | HB (HT) | **Year 1**  End of year report from P4L shows huge impact of club |
|  |  |  | **Budgeted cost** | | **£500** |
|  |  |  | **Total budgeted cost:** | | **£186,233.39** |