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The Acorns Primary and Nursery School

3 Year Pupil Premium Strategy

(2019 - 2022)

*Updated July 2022*

# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | The Acorns Primary and Nursery School |
| Number of pupils in school | 302 |
| Proportion (%) of pupil premium eligible pupils | 151 pupils: 50%  Rec: 17  Y1: 20 / Y2: 22  Y3: 27 / Y4: 18  Y5: 24 / Y6: 23 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2019-2022 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Hannah Broom,  Executive Headteacher |
| Pupil premium lead | Nathan Painter,  Deputy Headteacher |
| Governor / Trustee lead | Sue Jones, lead for disadvantaged pupils |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £178,885 |
| Recovery premium funding allocation this academic year | £34,964.50 - made up of £15,232.50 School Led Tutoring & £19,732 Recovery Premium |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £213,849.50 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| We understand that each child who attends The Acorns Primary and Nursery School is a unique individual. We firmly believe that in the absence of equality, we must provide equity for all our pupils. We must provide our pupils with whatever they need to be able to succeed in all aspects of school life.  The effective use of the pupil premium grant involves both elements of our mission statement at The Acorns Primary & Nursery & Whitley Village Federated School; all pupils, including the most severely disadvantaged and the highly gifted, are regarded as unique individuals and receive both challenge and support designed to meet their needs.  At The Acorns Primary and Nursery School, we are guided by educational research. We have used the Education Endowment Foundation’s (EEF) guidance on using Pupil Premium Funding Effectively, as well as the EEF’s teaching and learning tool kit to focus on whole school improvement in key areas.  All members of staff at The Acorns hold the following key principles:   * Expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability * Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of the progress of all pupils * All teaching and learning strategies are designed to meet the needs of individuals and groups. * Additional support is integrated into the teaching programme * Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement * In providing support we will not socially isolate pupils. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils * Continue to provide support for those who are required to not attend school through shielding or directed self-isolation * A three year Pupil Premium Strategy will ensure closely track key whole school development points and actions so that improvement builds year on year |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| 1 | Assessments show a significant attainment gap for disadvantaged pupils in reading that can be attributed to lack of exposure to high quality texts and language |
| 2 | Many disadvantaged pupils have not had access to the same developmental experiences as their peers |
| 3 | There is a significant attainment gap in Reading and Maths in our current Y5 cohort |
| 4 | Writing and Maths attainment of all pupils, especially disadvantaged pupils, is low in Y3 |
| 5 | There is a high number of pupils, who are eligible for Pupil Premium funding, with additional needs across the school (29%), with this being most prevalent in Y4 (33%) and Y2 (41%) |
| 6 | Many disadvantaged pupils have missed crucial learning experiences over the past 2 academic years |
| 7 | Many of our PP children do not possess the phonological knowledge and understanding in line with their peers nationally when they leave Y1 |
| 8 | Some children do not arrive at school ready to learn and/or communicate positively |
| 9 | A high proportion of persistent absentees are disadvantaged |
| 10 | Social and emotional needs of some disadvantaged children negatively impact on progress rates |

## Intended outcomes

### Teaching (for example, CPD, recruitment and retention)

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| Intended outcome | Success criteria |
| Improved attainment of disadvantaged pupils in Reading | Attainment in reading will have improved over time, or good progress will have been made during prolonged periods of schooling. This will be analysed at termly data drops. Data gained from Accelerated Reader and Star Reader assessments will show good progress and attainment over time. Pupils performance is tracked weekly and immediate intervention is provided |
| Improved attainment in Maths and Reading for disadvantaged pupils in Year 5 | 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 |
| Improve attainment in all core subjects for disadvantaged pupils in Year 3 | Through a range of summative and formative assessments, 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 |
| SEND pupils are supported well in all areas of school life | High quality CPD and ongoing support ensures that all pupils with SEND are understood and provision is tailored to meet their needs  Staff understand that good practice for pupils with SEND is good practise for all pupils  SEND pupils progress is tracked carefully and intervention is provided when needed  Children in need of specific intervention for speech and language are identified early; intervention is supported through classroom practice and vice versa |
| Disadvantaged pupils make good progress in the acquisition and application of phonics and have attained well compared to peers by the end of Year 1 | Additional daily provision ensure children make rapid progress in their acquisition and application of phonics  Pupil performance is tracked half termly to ensure pupils in need, receive the required support  Staff are support by the designated Phonics Lead with ongoing CPD opportunities |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

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| Intended outcome | Success criteria |
| Pupils who are now working below the Expected Standard in Maths, due to missed learning, will make better than good progress in specific areas in Maths | As part of the School Led branch of the National Tutoring Programme, 1:1 support is given to specific pupils to accelerate progress in maths  CPD is provided to in school tutors to ensure quality provision is happening |
| Pupils in need of Speech and Language Therapy make good progress across an academic year | A designated Speech and Language Therapist provides small group and/or 1:1 provision for pupils in need  Performance is tracked and provision is refined to ensure high quality practise is in place |
| Improved wellbeing for all pupils, particularly disadvantaged pupils, is achieved and sustained | Two designated Family Liaison Officers provide daily support to pupils and parents through a range of methods. ELSA sessions support pupils lead to improved wellbeing in pupils  Forest School provision supports specific pupils in improving their wellbeing |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

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| Intended outcome | Success criteria |
| A wide range of experiences are available for all pupils, especially those who are disadvantaged | 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 |
| Pupils will be ready to learn and communicate positively from the moment the school day begins | 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  There are no barriers to pupils attending school. Any that are discovered, are removed quickly and effectively  Families are supported to parent and educate their children; regular high quality workshops are well attended |
| Attendance of disadvantaged pupils will be in line with non-disadvantaged pupils | Attendance is tracked on a daily basis for all pupils. If any barriers to attendance are found, they are tackled through a range of methods. These include, transporting pupils to and from school, purchasing transport for pupils to attend school (bicycles) and improving pupils’ level of enjoyment of school |
| The social and emotion needs of all pupils will be met on a daily basis, allowing for positive learning experiences | 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 |
| Pupils are prepared for the next phase of their education | All transitional periods across school are well considered, planned for and as a result, are smooth and supportive for children and parents  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 works closely with a range of High Schools to ensure a wealth of information is shared to support transition from KS2 to KS3 |

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £38,827.20

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Quality first teaching | High quality and effective teaching and learning benefits all pupils, including those with SEND. School staff must be highly trained, research informed and trauma informed to be able to build strong relationships and deliver meaningful learning opportunities, including providing effective feedback, that allow pupils to retain key information. To achieve quality first teaching, a strong programme of CPD support must be in place, which targets key areas in education. School ethos and policy must be research based and trauma informed.    CPD must build knowledge, motivate staff, develop teaching techniques and embed practise. A strong system is in place to evaluate the effectiveness of CPD opportunities. This includes supporting ECTs, UPS teachers and staff embarking upon NPQs. | 1,3,4,5,  6,7,10 |
| 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 was introduced in Sep 2019. This will ensure a new programme for the teaching and learning of phonics will be led, embedded and monitored to ensure standards rise rapidly. They have since led whole school improvement in the teaching and learning of phonics across the school, supported by local authority experts | 1,7 |
| The Literacy Company & First 4 Maths moderation process | Moderation meetings, supported by experts from The Literacy Company & First 4 Maths will enhance practice. Ongoing support is given to all teachers for planning, delivery and assessment of the core subject, thus driving constantly to whole school improvement. This supports our mastery learning approach in Mathematics and our Talk4Writing approach in English | 1,3,4,7 |
| High quality reading texts within the school library and classroom book corners | In order to foster a love of reading children need to be enthused and have a wide range of quality reading texts (both fiction and non-fiction) to choose from. Up to date reading texts allow for pupils to discover new storylines and understand current areas of life. Carefully chosen texts promote a range of global individuals from a range of backgrounds and promotes diversity. Specific books to supplement the schools’ ethos as a no-outsiders and Rights Respecting School are also needed to support teachers to deliver high quality learning and/or development opportunities. These books are read as part of the schools Accelerated Reader system in KS2 and are available to in all class book areas to promote a love of reading. Reading progress will improve based on a wider range of engaging texts. Pupil enjoyment and level of access to their book corners will also be sought after via pupil voice. | 1,3,10 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £77,644.30

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of additional tablets to allow access to online / interactive learning resources  Yearly subscription cost of TTRockstars, Accelerated Reader and SATs Companion | Based on last year’s Year 4 multiplication results, children benefit greatly from 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  Using a consistent reading comprehension strategy, supports pupils development in reading    Following current research will enable staff to successfully embed good practice into the teaching of reading.  Instant feedback is given via digital learning platforms to inform pupils of success and areas of development. This is achieved without adding to teacher workload    Digital devices for Y6 pupils also allow for better quality, targeted homework to provide additional opportunities to retain key information | 1,2,3,4,6 |
| 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 practice. A HLTA runs this group with support of class teachers and the schools’ SENCO  Allowing pupils an environment where they can receive more adult support supports their emotional and academic progress. This will lead to an eventual transition back into a mainstream class on a full time basis | 1,5,7,8 |
| Specialist dyslexia screening; Specialist dyslexia intervention | A number of our children present with dyslexic tendencies such as difficulties with memory, organisation and literacy skills. Allowing for daily practise as part of a whole school strategy will support academic progress. Staff regularly monitor and track pupil performance to ensure progress is being made | 1,3,4 |
| 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 S&L 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 intervention and training staff who can implement strategies in their own teaching. This year all staff are well supported by both our on-site S&L therapist and our SENCo to assess children for S&L needs, know what to do to help and when to seek advice. | 5,7 |
| Specific pupils chosen for Forest School intervention | Program targeting children whose low confidence and low self-esteem negatively impacts their academic progress. In small group settings, pupils develop their confidence and improve feelings of self-worth, thus improving their academic success | 2,5,6,8,10 |
| Specific pupils receive 1:1 tutoring as part of the school led branch to the National Tutoring Programme. Tutoring comes in 2 forms: TA led tutoring before and after school; Qualified Teacher tutoring x2 days per week | Many of our most disadvantaged pupils had up to 38 days of disrupted learning away from school. Analysis shows that many areas of learning in maths have not been covered, and will therefore be focussed on within 1:1 tuition. The impact of 1:1 tutoring can be found within the EEF toolkit | 1,3,4 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £97,378

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 2 full time School Family Liaison Officers | 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  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 | 5,8,9,10 |
| 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 | 8,9,10 |
| 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. This ensures that disadvantaged pupils are exposed to the same school-led experiences as all other pupils  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  There have been many missed opportunities when it comes to experiences outside of the classroom over the last 2 academic years. Pupils at The Acorns can still experience a wide range of enrichment opportunities linked to both curriculum learning as well as personal development and growth. | 2 |
| 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. Not feeling ready for any learning experience can lead to heightened levels of anxiety and result in negative feelings and unwanted behaviours  This initiative will allow all parents to access a free PE kit for their child  This also takes pressure off parents to ensure a PE kit is in school each week | 8 |
| Purchase bicycles for those who cannot be brought to school | Some pupils live too far away from school to walk, and parents/carers sometimes have issues with bringing them to school. Of our older pupils, who can be trusted to travel to school alone, bicycles will be purchased to allow them to do this | 8 |
| Access to before and after school clubs | Some children, who otherwise wouldn’t have, are given access to before and after school clubs to support families and ensure adequate care is in place. This is to allow working parents affordable childcare and appropriate wrap around provision. | 2,8 |
| 10 initial children, which will increase as it is safe to do so, in KS2 access Passion 4 Learning club each week for the academic year | Passion for Learning work to support disadvantaged pupils to gain access to experiences they may not have otherwise. Pupil well-being is tracked dover time and progress is monitored. The club is match funded and pupils receive regular additional gifts, including hampers, learning resources and trips/visits, well about the cost to school. | 2,10 |

**Total budgeted cost: £213,849.50**

# Part B: Review of outcomes in the academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

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| As national research has evidenced, disadvantaged pupils were hardest effected by the COVID-19 pandemic. We know that recovery from this is not a quick fix and therefore are plans are in place for long term recovery.  End of KS2 results are pleasing, with whole school data for Reading and Writing being in line with national average attainment. However, there is a gap in attainment between disadvantaged and non-disadvantaged pupils. This is greatest for Maths and Writing at the end of KS2. This is a trend across school. However, this does begin to diminish as the pupils move through school within some areas. Areas where this gap is closer include Y2 Maths (-2%), Y3 Writing (+2%), Y5 Writing (-3%). Where we have identified a larger gap, plans are in place to target these specific areas. We have designed the class structure to support our lower prior attaining pupils while still being able to support and challenge all other pupils.  As a school, we have assessed phonological knowledge earlier than ever, and have used this to ensure maximum provision is in place. All staff have completing English Hub validated phonics training. Phonics end of year data (2021/2022) is extremely pleasing and has exceeded our target. The number of disadvantaged pupils in year 1 who have passed the screening check currently stand at 60% (July ‘21). This is up from 26% in September ‘20. There are also an additional 6 pupils who are within 3 marks of passing.  In our Nursery setting, progress is strong - averaging 95% expected progress or better across all areas. 1 pupil, who did not attend well this year, has prevent this from being 100%. Attainment average is 28% at EXS - an improvement of 21% from baseline assessment  Pupil premium pupils have made good progress in Reception - on average 6% up to 52% by end of year  Parents have been empowered and therefore parent engagement is high across the school - this includes on social media and the school website. We will continue this work by running subject specific open morning, starting with Maths.  First4Maths feedback has stated how well pupils are responding to our ‘catch-up curriculum’. Moderation meetings have been mostly positive and where areas of improvement have been identified, additional support has been placed for 2022-2023.  The Literacy Company feedback has evidenced the strong assessment of teachers at The Acorns and how well staff have created a flexible Summer Term curriculum to the meet the needs of our pupils.  The use of testbase summative assessments have empowered teachers to reach accurate assessment points. These tests have also showcased the amount of progress some pupils have made.  Progress of disadvantaged pupils has been most pleasing in Reading, with the exception of Y3, which is a focussed year group for support, and in Maths. Those pupils who made good progress but are not yet at EXS (either 1 or 2 steps behind) are now targeted for intervention in Autumn Term.  Digital device allocation across school is at an all-time high. All Y6 pupils have had access to a person Chromebook, which has supported their attainment and progress over the year. Plans are in place to strengthen the schools infrastructure, which will allow the digital devices we have to be used to full capacity.  Success has also been seen in the writing outcomes of specific individuals who now have access to a Chromebook to reduce the stress of physically writing.  Although attendance of disadvantaged pupils falls well below ours and nationals usual standards (96%), the current attendance of disadvantaged pupils (89.3%) is only slightly below the national average (90.9%). This is the result of rigorous tracking, monitoring and action based on daily attendance rates and does take into account those not attending through isolation. A lot of this work is undertaken by our 2 Family Liaison Officers.  A lot of work has been done to ensure all PP pupils have been identified. 32 pupils were discovered after a text with a link to the form was sent out and new pupils and new Reception cohort are completing the eligibility form as a matter of course, still linked to the PE kit offer.  P4L ran across Summer Term with great success: pupils report high levels of enjoyment and they have accessed a number of quality experiences during this time. We are continuing this into next year with 15 pupils being invited.  We have received funding from our local Rotary Club to allow Magic Breakfast @ The Acorns to continue next year.  We are pleased with how prepared our Y6 pupils are before moving on to high school. A huge amount of work has been done to provide additional opportunities above and beyond the curriculum to ensure pupils are equipped to deal with the challenges of secondary education. This has included referrals for poor mental health and specific funding being allocated to ensure pupils are ready.  This year, more pupils attended the Y6 residential than ever before. Due to a subsidised cost to parents, every child who wanted to attend did. The week was truly memorable and a perfect way to end their time at The Acorns.  Targeted Forest School provision has supported specific disadvantaged groups across school. Pupils in years 3 & 4 who show low confidence or self-esteem levels have been supported to identify strengths in themselves, while a group of Y2 pupils have been supported as part of their transition package to KS2.  Our Catch-up plans have been successful in supporting pupils to gain more confidence in Mathematics and it has had a direct on attainment levels. Staff have reported that pupils have engaged well and have used the workbooks provided better than expected. |