



The Acorns

Primary and Nursery School

Mutual respect

Equity

Inclusivity

Love

Pupil Premium Policy

Junly 2024

Mission: Be The Best You Can Be

Vision: Providing A World-Class Start To Life

At The Acorns Primary & Nursery School, we are a Rights Respecting School where everyone is welcome - we have No Outsiders. We equip our pupils with the skills and knowledge they need to become positive, global citizens. During their time here, children develop into intrinsically motivated, life-long learners: they understand the value of working hard and they aspire to achieve.

Our pupils leave us with a strong, moral compass, comfortable in their own skin, and knowing their own minds. They are brimming with self-belief and self-worth and are capable of being in respectful, trusting relationships with others in their community.

Throughout their time at The Acorns, we instil the characteristics of effective learning. These allow our pupils to develop into confident, resilient, and independent adults, prepared to succeed in the modern world.

We achieve this vision through our daily mission - Be The Best You Can Be - and by remaining true to our core values of Mutual respect, Equity, Inclusivity and Love.

Values:

Mutual respect



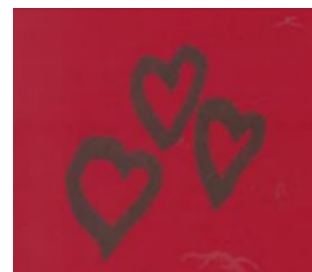
Equity



Inclusivity



Love



Mission statement

Be the Best You Can Be

The effective use of the pupil premium grant involves both elements of our mission statement at The Acorns Primary & Nursery 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.

Article 28: Every child has the right to an education

Background and legal context

The most important factor in predicting a child’s future academic attainment is prior attainment.

The next most important factor is poverty. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. Deprivation is commonly associated with other factors which can influence children’s outcomes: ill health; family stress; low levels of parental education and parental involvement in their children’s education; low levels of cultural and social capital; and low aspirations.

As a result, there is a wide gap between the attainment of pupils from deprived backgrounds and others at all educational stages. The additional funding provided through the pupil premium was introduced by the government in April 2011 in order to help schools close this gap. Entitlement to free school meals (FSM) is used as a proxy for deprivation. A fixed amount is allocated to schools for each pupil registered for FSM at any point in the last six years (known as ‘Ever 6 FSM’). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Pupil eligibility

The following groups are eligible for pupil premium:

- Pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years, including eligible children of families who have no recourse to public funds (NRPF)
- Children looked after by local authorities, referred to as looked-after children
- Children previously looked after by a local authority or other state care, referred to as previously looked-after children

Funding rates for financial year 2023-24

This table shows how the pupil premium grant is allocated to schools and local authorities in financial year 2023-24, based on per pupil rates.

Pupil eligibility criteria	Amount of funding for each primary-aged pupil per year	Amount of funding for each secondary-aged pupil per year	Funding is paid to
Pupils who are eligible for free school meals, or have been eligible in the past 6 years	£1,455	£1,035	School
Pupils previously looked after by a local authority or other state care	£2,530	£2,530	School
Children who are looked after by the local authority	£2,530	£2,530	Local authority

The Department for Education has stated that schools: ‘are free to spend the pupil premium as they see fit’. However, as with all public money schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

- The performance tables which show the performance of disadvantaged pupils compared with their peers
- The new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who are eligible for pupil premium funding
- The annual reports for parents that schools are required to publish online

With the introduction of the national ‘catch-up’ funding, we will look to use this in conjunction with the pupil premium funding to ensure those in most need of additional support, receive this quickly and effectively.

Article 2: The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background

Principles

- Expectations are high for all pupil groups and individuals. At The Acorns, 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, trialing 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

Roles and responsibilities

Governing body

- The governing body will approve the overall strategy for deploying pupil premium funding & PP+ funding, prepared by the Pupil Premium Lead and presented in the school improvement plan (SIP)
- The governing body will hold the Pupil Premium Lead & Senior Management Team to account for implementing the school’s strategy and for evaluating its impact on the achievement of targeted pupils
- A designated Pupil Premium Governor ensures that the pupil premium grant is used to support eligible pupils within the context of this policy

Headteacher, Pupil Premium Lead & SMT

- At The Acorns, the Pupil Premium Lead retains overall responsibility for leading the pupil premium strategy
- The Pupil Premium Lead, in discussion with class teachers, will produce targets for reducing the gap between pupil premium pupils and their peers
- The Pupil Premium Lead will produce reports for the Schools Improvement Partner which will then be shared with the governing body, showing the progress made by socially disadvantaged pupils and projections for each academic year
- The Deputy Head who is responsible for teaching and learning will have overall responsibility for evaluating the impact of programmes /spending

Class Teachers

Class Teachers are responsible for the progress of all pupils within their classroom learning and will contribute to termly reports to the governing body through the Headteacher’s reports.

All staff

- All staff are expected to have an in-depth knowledge of all the pupils they teach and support, especially pupils with disabilities and special needs and those who qualify for additional funding through the pupil premium grant
- Teachers are responsible for the progress made by all pupils
- All staff will give pupils clear feedback that helps them to improve their work
- Termly meetings with the DH and Inclusion Manager are held to discuss individual children's progress

Evaluating Impact

The implementation of the improvement strategy will be monitored and evaluated against the following success criteria.

Short term

- The school will have an effective strategy for supporting pupil premium pupils and there will be strong commitment to this strategy by all stakeholders – this will include support pupil premium children to access suitable remote learning
- Resources will have been purchased and appointments made so that actions in the SSDP & subject action plans are being implemented

Medium term

- As a result of an effective CPD programme, the skills and expertise of all staff are being enhanced.
- Evaluation through scrutiny of pupils' work and observations show that a higher proportion of teaching and learning strategies are producing faster progress for all pupils
- Discussions with pupils and surveys provide evidence of increased confidence and aspirations, greater involvement in learning and better understanding of how to achieve targets

Long term

- Successive cohorts will meet their targets and this will result in more children reaching their individual end of year target:
 - progress – pupils who benefit from pupil funding will make good progress from their starting point and those who need to will make accelerated progress
 - attainment – more children who benefit from pupil premium funding reach the Expected Standard or Greater Depth Standards
 - personal development – children who benefit from pupil premium funding enjoy school and benefit from the vast amount of experiences which are developed to develop and improve well-being

Pupil Premium Plus

The Pupil Premium Plus Grant (PP+) is a grant for Children who are in Care: there are some significant difference between this grant and the Pupil Premium Grant, they are:

- The basis of the allocation of PP+ is the LA Children data return and not on the school census. The allocation of the PP+ grant is calculated based on £2300 per the number of these children aged 4 to 15
- The grant allocation for LAC is managed by the designated Virtual School Head in the LA, and that the PP+ is used for the individual LAC as necessary
- Children and young people are eligible 24 hours after they enter care
- The PP+ is always used to improve educational outcomes and to close the gap as identified in each child's Personal Education Plan (PEP)
- At The Acorns Primary & Nursery & Whitley Village School, meetings are held termly with the FLO (Family Liaison Officers) and a representative from the LA to discuss the progress of the CIC and the impact the funding has had on them

Additional Funding & Grants:

Any additional funding or grants provided by the DfE to support the academic and personal development of pupils eligible for Pupil Premium funding. However, as our ethos outlines, we will use any funding to benefit all pupils.