



The Acorns Primary and Nursery School

3 Year Pupil Premium Strategy (2022 - 2025)



Updated September 2022

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

| Detail | Data |
|---|---|
| School name | The Acorns Primary and Nursery School |
| Number of pupils in school | 300 |
| Proportion (%) of pupil premium eligible pupils | 51% Rec: 17 / Y1: 17 / Y2: 20 Y3: 21 / Y4: 26 / Y5: 17 Y6: 22 / Total: 153 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | January 2023 |
| 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

| Detail | Amount |
|--|--|
| Pupil premium funding allocation this academic year | £210,520 |
| Recovery premium funding allocation this academic year | £36,782 - made up of £14,742 School Led Tutoring & £22,040 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 | £247,302 |

Part A: Pupil premium strategy plan

Statement of intent

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, especially those who are most disadvantaged. 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 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 embedded 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:

- Education disadvantage cannot be tackled in isolation
- The term 'disadvantaged' does not only refer to those in receipt of Pupil Premium funding
- Expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low attainment or poor progress
- 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 embraced in order to allocate funding to actions 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 disadvantaged and non-disadvantaged pupils
- 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.

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | A high proportion of disadvantaged pupils leave KS2 significantly behind their peers academically – this is most significant in the current Y5 cohort |
| 2 | There is a significant attainment gap for disadvantaged pupils in reading, particularly in years 5&6 that can be attributed to lack of exposure to high quality texts and language development |
| 3 | Many disadvantaged pupils have not had access to the same developmental experiences as their peers |
| 4 | There is a high number of pupils, who are eligible for Pupil Premium funding, with additional needs across the school: years 1-6 (23%), with this being most prevalent in Y1 (35%), Y3 (29%) and Y4 (27%) |
| 5 | Many of our PP children do not possess the phonological knowledge and understanding in line with their peers nationally when they leave Y1 |
| 6 | Some children do not arrive at school ready to learn and/or communicate positively |
| 7 | A high proportion of persistent absentees are disadvantaged |
| 8 | Social and emotional needs of some disadvantaged children negatively impact on progress rates |
| 9 | Pupils have lacked key learning experiences in previous years, resulting in a wider attainment gap |

Intended outcomes

Teaching (for example, CPD, recruitment and retention)

| Intended outcome | Success criteria |
|--|---|
| Improved outcomes for disadvantaged pupils at the end of KS2 | Disadvantaged pupils will make at least good progress between Y2 and Y6 and leave KS2 achieving in-line with their peers. Pupils will be tracked closely throughout KS2 and their needs will be met at all times. Performance of pupils in testbase assessments will demonstrate secure knowledge of curriculum content over time. Termly moderation meetings for Writing (The Literacy Company) and Maths (First4Maths) will ensure expert CPD systems are in place to support staff to deliver ongoing quality learning experiences |
| Improved attainment of disadvantaged pupils in Reading | Attainment in Reading will improve over time, or good progress will be made during prolonged periods of schooling by all pupils. This will be analysed at termly data drops. Data gained from Accelerated Reader and Star Reader assessments and testbase assessments will show good progress and attainment over time. Pupils' performance is tracked weekly and immediate intervention is provided |
| 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 |

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| | 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 | A rigorous and systematic approach to the teaching and learning of Phonics through fully embedding Little Wandle. Staff are supported to become excellent teachers of phonics. Pupils progress well throughout the year and pupils who struggle are given immediate, additional support |

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




| Intended outcome | Success criteria |
|--|---|
| Pupils who are now working below the Expected Standard in Reading and Writing, due to missed learning experiences, will make better than good progress | 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 and 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)

| Intended outcome | Success criteria |
|---|--|
| <p>A wide range of experiences are available for all pupils, especially those who are disadvantaged</p> | <p>Every child in school has experienced a visit or visitor every term</p> <p>Every child in Y2, Y4 and Y6 has been provided with an opportunity for overnight trips which provide rich and varied activities</p> <p>Children have a rich choice of extra-curricular provision, provided both within and after school hours</p> <p>Classroom experiences are often used to promote learning across the curriculum</p> <p>Staff have at their disposal a range of resources which they can draw upon to support the planning of quality experiences</p> |
| <p>Pupils will be ready to learn and communicate positively from the moment the school day begins</p> | <p>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</p> <p>Children attend school regularly, they arrive in school on time, calm and ready to learn</p> <p>There are no barriers to pupils attending school. Any that are discovered, are removed quickly and effectively</p> <p>Families are supported to parent and educate their children; regular high-quality workshops are well attended</p> |
| <p>Attendance of disadvantaged pupils will be in line with non-disadvantaged pupils</p> | <p>Attendance is tracked daily 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</p> |
| <p>The social and emotion needs of all pupils will be met daily, allowing for positive learning experiences</p> | <p>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</p> <p>Children can 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</p> <p>Children in need of more complex psychological help receive it in a timely manner from experts within that field</p> |
| <p>Pupils are prepared for the next phase of their education</p> | <p>All transitional periods across school are well considered, planned for and as a result, are smooth and supportive for children and parents</p> <p>Parents of children who are new to EYFS, new to KS1 and moving to KS3 are supported well</p> <p>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</p> <p>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</p> |

Teaching (for example, CPD, recruitment and retention)



Budgeted cost: £35,677.60

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Quality first teaching | <p>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.</p>  <p>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.</p> | 1,3,4,5,6,7,10 |
| A systematic approach to the teaching and learning of phonics | <p>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, including purchasing fully decodable, high quality reading books. They have since led whole school improvement in the teaching and learning of phonics across the school, supported by local authority experts.</p> <p>Phonics High impact for very low cost based on very extensive evidence</p>  | 1,7 |
| The Literacy Company & First 4 Maths moderation process | <p>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.</p> <p>Additional support is given to raise standards in specific areas across school.</p> <p>Mastery learning High impact for very low cost based on limited evidence</p>  | 1,3,4,7 |
| Develop a strong culture of | <p>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</p> | 1,3,10 |

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| <p>reading across the school</p> | <p>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.</p> <p>Reading comprehension strategies</p> <p>Very high impact for very low cost based on extensive evidence</p>  | |
| <p>Specific support for subject leaders</p> | <p>The responsibility for teachers to lead a subject successfully is challenging and one that can need support from outside agencies. Subject leaders are supported well to improve outcomes across the school for their specific subject.</p> | |

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

Budgeted cost: £114,863.50



| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Ensure that pupils have access to a quality IT infrastructure, which allows for instant, quality learning experiences</p> <p>Yearly subscription cost of TTRockstars, Accelerated Reader and SATs Companion</p> | <p>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</p> <p>Online recourse can provide instant feedback from SATs style questions so that children can progress quicker and achieve better at the end of KS2</p> <p>Using a consistent reading comprehension strategy, supports pupils' development in reading</p>  <p>Following current research will enable staff to successfully embed good practice into the teaching of reading.</p> <p>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</p> <p>Feedback</p> <p>Very high impact for very low cost based on extensive evidence</p>  | <p>1,2,3,4,6</p> |







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| | <p>Digital devices for Y6 pupils also allow for better quality, targeted homework to provide additional opportunities to retain key information</p> <p>Homework High impact for very low cost based on very limited evidence</p> | |
| <p>Tailored support within a separate 'nurture classroom'. This ensures that the children receive the support they need for Reading, Writing and Maths</p> | <p>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</p> <p>Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>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</p> | 1,5,7,8 |
| <p>Specialist dyslexia screening; Specialist dyslexia intervention</p> | <p>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</p> | 1,3,4 |
| <p>SALT in school</p> | <p>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</p> <p>Oral language interventions Very high impact for very low cost based on extensive evidence</p> <p>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.</p> | 5,7 |
| <p>Specific pupils chosen for Forest School intervention</p> | <p>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.</p> <p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p> | 2,5,6,8,10 |
| <p>Specific pupils receive 1:1 tutoring as part of the school led branch to the National</p> | <p>Analysis of pupil performance for the academic year 2021/2022 suggests that many pupils need to make accelerated progress in Reading and Writing to achieve EXS at the end of their current year. Therefore, 1:1 or small group tuition will be focussed on these areas. The impact of 1:1 tutoring can be found within the EEF toolkit.</p> <p>One to one tuition High impact for moderate cost based on moderate evidence</p> | 1,3,4 |

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| Tutoring Programme | | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £96,760.90

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| 2 full time School Family Liaison Officers | <p>To ensure that safeguarding is exceptional two members of staff are essential. Evidence over several 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</p> <p>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</p> <p>Children need to be in school, on time to achieve their potential</p> <p>Children will be provided with timetabled, structured sessions to enable them to explore their emotions and reprogram their thoughts where incorrect patterns have occurred</p> <p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p>  | 5,8,9,10 |
| Magic Breakfast | <p>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 – funded by The Ellesmere Port Rotary Club for 2022/2023</p> | 8,9,10 |
| Subsidised and free visits, experiences and clubs | <p>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</p> <p>Our before and after school club is heavily subsidised and supports many PP children ensuring that their parents can work or that alternate travel arrangements can be met</p> <p>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.</p> | 2 |
| Free PE kit for all children whose parents complete a Pupil Premium | <p>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.</p> <p>Parental engagement Moderate impact for very low cost based on extensive evidence</p>  | 8 |

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| Registration Form | | |
| Access to before and after school clubs | <p>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.</p> <p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence</p>    | 2,8 |
| 15 Ks2 children access Passion 4 Learning club each week for the academic year | <p>Passion for Learning work to support disadvantaged pupils to gain access to experiences they may not have otherwise. Pupil well-being is tracked over 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.</p> <p>Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence</p>    | 2,10 |

Total budgeted cost: £247,302

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.

As national research has evidenced, disadvantaged pupils were hardest affected 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, except for 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 school's 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 national standard 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 consider 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 several 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.