

Pupil premium strategy statement – Acorns Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Paula Barlow
Pupil premium lead	Laura Hall
Governor / Trustee lead	Mandy Howarth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 26,525
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£ 26,525

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

Acorns primary school provides an inclusive learning environment where pupils are supported and educated to achieve their potential 'individually we grow, but together we thrive'.

Our inclusive approach to teaching, learning and outcomes for pupils ensures that this strategy supports all our pupils as well as focusing on the needs of our disadvantaged pupils.

Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Social, Emotional and Mental Health difficulties Our assessments, observations and discussions with pupils and families show that disadvantaged pupils generally have greater challenges around understanding, communicating and managing their mental health and emotional difficulties.
2	Communication difficulties Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties than non-disadvantaged pupils in our school.
3	Internal and external assessments show that disadvantaged pupils generally make less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects (including physical development) compared to non-disadvantaged pupils.
4	Access to the community Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel. Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through baseline assessments. The four-tiered curriculum has been designed to	Through achievement of improved performance, as demonstrated by our end of year assessments (B squared data; IEP assessment- relating to EHCP

encompass all pupils and their learning pathways.	outcomes; EFL; EYFS data) at the end of our strategy in 2024/25.
Pupils will have a voice through inclusive classrooms / a range of communication systems to aid their understanding and to develop both functional and expressive communication skills.	Communication matrix data/ specific targeted IEP work an holistic approach to communication incorporating skills/ functions inline with development and cognition
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
Physical development for identified pupils accessing the MOVE programme	Pupils will have access to 1:1 / targeted sessions. Displays of physical improvements and increased independence through targets/assessment/EFL

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6248

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff on developing the four-tiered curriculum approach	All pupils need to have access to an education that is inclusive and supportive. Learning and knowledge acquisition is very different for neuro-diverse pupils. https://equals.co.uk/equals-semi-formal-curriculum-sld-curriculum/	1, 2, 3, 4
Communication and sensory leaders – leading on strategy; intervention; meeting needs; development of the inclusive pathway curriculum	Identified middle leaders to have responsibility and leadership TLR. Inclusive communication approach to ensure pupils have a voice. Sensory regulation activities and intervention to enable and support readiness to learn.	2, 3

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

Budgeted cost: £ 8,907.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused phonics teaching and strategy input (phases 1, 2,3) small group teaching sessions – AIRS scheme	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 3
MOVE/ PD/ sensory leader	https://moveeurope.org.uk/about/what-is-the-move-programme/ Children with specific PD accessing established programme	1, 2, 3

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

Budgeted cost: £ 15,717

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced sensory regulation equipment for PP pupils with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as heavy work resources, weighted jackets, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs. https://childmind.org/article/sensory-processing-faq/	3
Cultural trips and in-school arts activities, including drama, dance and music	Pupils to have wider first-hand learning experiences. Supporting wider development outcomes. Arts participation can have a positive impact on education performance when interventions are linked to academic targets. Arts participation Teaching and Learning Toolkit EEF	4, 5

Thrive trained practitioner	https://www.thriveapproach.com/impact-and-research/research-behind-thrive Trained thrive practitioner providing emotional regulation support for selected pupils.	1,2
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Total budgeted cost: £ 30,872.99

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our Curriculum and Assessment Impact Report 2022-2023 indicated that ` pupils in receipt of pupil premium funding make progress in line with pupils non in receipt of pupil premium funding. 93% of pupils either partially achieved or fully achieved their IEP targets.

22-23 EFL Information	Encountered	Gaining skills and understanding	Mastered
Pupil Premium	5%	42%	53%

Over the year the average partially and fully achieved results for Social and Emotional targets were 96% demonstrating the level of support and scaffolding offered to enable pupils to learn to manage their own emotions.

This occurs in both a discreet ELSA capacity but also through work that happens organically throughout school. Three members of the team are being trained in Thrive: 1 as a practitioner, 1 as Early Years lead and 1 as the school lead. The whole school team have also taken part in induction training, and this will continue to be embedded in line with the Schools Development Plan. Music Therapy allowed pupils to access a rich and wider curriculum which developed attention, social skills and musical skills which then impact on social awareness, fine motor skills and cultural capital. Pupils have also accessed ELSA sessions, Clip and Climb, a Sensory Regulation Walk, sensory swimming and flip out. Pupils in receipt of pupil premium funding received additional communication sessions 1:1 to support with the functionality of language. This was then assessed via the communication matrix and demonstrated a development in core skills. This was developed via the School Led Tutoring programme and offered an extra level of intervention for many pupils. We continue to work through and achieve our Equality and Diversity badges, this has allowed us to fine tune our practice and resources to ensure ALL pupils make the most progress possible.

Externally provided programmes

Programme	Provider
The Thrive Approach	Thrive
Sensory regulation	Julia Dyer

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
The social and emotional needs of our service children's families were such that we initiated with ELSA support and pastoral support for the pupils and family.
The impact of that spending on service pupil premium eligible pupils
This provided support for managing the emotional needs of the children and, over time during the year, the pupils became more settled in class and more focused on learning.