# Pupil premium strategy statement – Acorns Primary School

This statement details our school’s use of pupil 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

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| Detail | Data |
| Number of pupils in school | 92 |
| Proportion (%) of pupil premium eligible pupils | 38% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | 2025/2026 – 2026/2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | June 2024 |
| Statement authorised by | Paula Barlow Headteacher  |
| Pupil premium lead | Laura Hall Deputy Headteacher |
| Governor / Trustee lead | Mandy Howarth, Chair of Governors  |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 56,230 |
| 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* | £56,230 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 were 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 out 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.
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## 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 | 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, wellbeing 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.  |

## 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.

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| 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 encompass all pupils and their learning pathways.  | Through achievement of improved performance, as demonstrated by our end of year assessments (B squared data; IEP assessment- relating to EHCP outcomes; EFL; EYFS data) at the end of our strategy in 2026/27. |
| 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 using a holistic approach to communication incorporating skills/ functions in line 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.  |
| Pupils will have targeted support for emotional and physical regulation  | Pupils wellbeing will be improved. Displayed through IEPs, targeted sessions/1:1 work, accessed through specific activities and interventions. Evidenced through EFL, pupil voice and attainment.  |

## Activity in this academic year

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

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

Budgeted cost: £32,025

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD for teacher and TAs on sensory processing issues and regulation support as part of ‘readiness to learn’.  | Efficient sensory processing is the foundation for skill development, higher-level learning, and our sense of self. When there's a glitch in our ability to process sensory input, it directly impacts our development.A well-developed sensory system is essential for both cognitive and social intelligence and is therefore required for children to become successful learners.<https://juliadyer.com/> <https://www.thriveapproach.com/news/readiness-to-learn>  | 1,3  |
| TLR specialist teachers; 2 days per week for focused work on sensory and physical focus and communication focus  | The creation of teaching and learning leadership team – identified leaders. Inclusive communication approach to ensure pupils have a voice.Sensory regulation activities and intervention that enable all children to learn. All pupils have access to specialists teachers – who can advise and support to ensure needs are met, and work in tailored towards achieving outcomes in EHCPs.  | 1,2,3  |

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

Budgeted cost: £ 38,645

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Creation of new specialist TA roles. 1 communication 1 sensory/psychical support  | A further layer of support in now running throughout school, to manage work load and improve outcomes for children. Children can access specialist interventions; have formal communication aids.  | 1,2,3  |
| Specialist yoga teacher providing small group and 1:1 session for specific pupils  | 1. Scientific evidence for yoga in schools has grown exponentially over the past 5 – 10 years, and while the results are still preliminary, scientists are beginning to understand why yoga and mindfulness can serve as such a valuable component of school curricula nationwide.
2. Research suggests that school-based yoga cultivates competencies in mind-body awareness, self-regulation, and physical fitness. And classroom teachers benefit as well. Taken together, these competencies may lead to improvements in students’ behaviour, mental state, health, and performance, as well as teacher resilience, effectiveness and overall classroom climate.
3. <https://yoga4classrooms.com/scientific-evidence-for-yoga-and-mindfulness-in-schools-how-and-why-does-it-work/>
 | 1  |
| Thrive trained practitioner – 1:1 session  | https://www.thriveapproach.com/impact- and-research/research-behind-thrive Trained thrive practitioner providing emotional regulation support for selected pupils.  | 1,2  |

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

Budgeted cost: £ 15795

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Cultural trips and in-school arts activities, including drama, dance and music, visits to religious points of interest, zoos | 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](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation)<https://early-education.org.uk/cultural-capital/>  | 3,4  |
| To further extend the pastoral offer to families and children at Acorns. Creation of a family support worker role.  | Pastoral care in education means a whole-school strategic and operational approach to improve learners’ attendance, and to foster an atmosphere that is conducive for learning and promotes tolerance, resilience, fairness and equal opportunities for all, with due regard for protected characteristics. Such an approach to pastoral care should eliminate racism, inequality, discrimination and other hindrances to learning, to create an ethos that culminates in engagement and academic achievement of learners. Therefore, effective pastoral care can:* improve students’ attendance and retention rates
* foster an orderly atmosphere in which all students can access opportunities, and enhance their academic achievements
* promote tolerance, especially in students and teachers with due regard for protected characteristics
* subdue racism and inequality
* teach respect for self and others

<https://www.bera.ac.uk/> - pastoral research report  | 1,3  |

**Total budgeted cost: £ 86,465**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| We have analysed the educational performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.Our Curriculum and Assessment Impact Report 2023-2024 indicated that pupils in receipt of pupil premium funding make progress in line with pupils non in receipt of pupil premium funding.  Achieved and partially achieved IEP targets

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| **23-24 EFL Information**  | Atumn  | Spring  | Summer  |
| **Pupil Premium** | 92% | 88% | 92%  |

The performance of our disadvantaged pupils meets the expectations of our intended outcomes and progress is inline/comparative to the whole school cohort. Over the year the average partially and fully achieved results were 91% (compared to 93% non-disadvantaged pupils). Our evaluation of the approaches delivered as academic year indicates that pupils have accessed a rich and wider curriculum. Overall progress for targeted areas for 23-24 (EFL data): * Social emotional mental health – 93%
* Communication - 91%
* Sensory and physical – 92%

This occurs in discreet sessions on focused areas but also through work that happens organically throughout school, demonstrating the level of support and scaffolding offered to enable pupils to learn to; communicate; manage their own emotions; engage with supportive activities and interventions. The specific nominated roles (Tas: communication, family, sensor; lead teachers; pastoral team) have attended courses and training as part of school improvement and specialist practice. The whole school team have also taken part in sensory/communication training, which will continue to be embedded in line with the Schools Improvement Plan. Pupils have also accessed ELSA sessions, sensory regulation walks, movement breaks, sensory swimming, rebound therapy 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. Cultural capital is available to all pupils and supports community visits such as to local libraries, museums, religious points of interests i.e. churches, in house visits form musicians, artists and zoos. Supporting an enrichment of cultural capital that is relevant and accessible for all.  |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

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| Programme | Provider |
| Sensory processing and regulation  | Julia Dyer  |
| The Thrive approach – family thrive  | Thrive  |

## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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# Further information (optional)

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| Pupils are becoming more settled in class with higher focus on learning; knowledge acquisition, independence and skill progression. Pupil voice- pupil’s themselves report that they are settled in school and know who to go to for help/support.Parents report that their children are happy/developing their emotional resilience through school-based activities and experience. This progress is reflected in the home setting.  |