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

Detail	Data
School name	Acorn Academy
Number of pupils in school	242 (+ 32 nursery)
Proportion (%) of pupil premium eligible pupils	29.75%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Claire Jaques, Headteacher
Pupil premium lead	Claire Jaques, Headteacher
Governor / Trustee lead	Gemma Ford, Chair of Local Governing Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,400
Recovery premium funding allocation this academic year	£8,990
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	£92,390

Part A: Pupil premium strategy plan

Statement of intent

At Acorn Academy our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on the challenges over which we have control that are having the most significant detrimental impact on our disadvantaged pupils.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the school-led tutoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We will consider all evidence available to us, including EEF and will ensure that strategies used match the context of Acorn Academy.

Challenges

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

Challenge number	Detail of challenge
1	**Speech, language and communication skills** Assessments, observations, and discussions with children indicate under developed language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery to Year 2 and in general, are more prevalent among our disadvantaged children than their peers.
2	**Reading** Our assessments suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

3	**Education and Wellbeing** Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
4	**Wellbeing** Our observations and discussions with children and families have identified social and emotional issues for many children, notably due to a lack of enrichment opportunities and spaces to play and learn outside during school closures in 2020 and 2021. These challenges particularly affect disadvantaged pupils, including their attainment.
5	**Attendance** Our attendance data indicates that attendance among disadvantaged pupils is between 0.8% and 1.2% lower than for non-disadvantaged pupils. 15%-19% of disadvantaged pupils have been 'persistently absent' compared to 9%-11% of their peers during that period. Our assessments and observations indicate that poor attendance is negatively impacting disadvantaged pupils' progress.

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 speech, language and communication skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved speech, language and communication skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
High quality teaching and learning of reading, writing and maths in all classes.	Outcomes at the end of KS1 demonstrate national average attainment or higher by 2024-25 in reading, writing and maths. Strong internal evidence of progress made by all children, including disadvantaged children.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	By 2024-25, improved wellbeing will be demonstrated by: • qualitative data from the children and from parent surveys and teacher observations • an increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	By 2024-25, overall attendance of statutory school age children will be 96%+, with an improving trend seen from the end of the 2021-22 academic year. By 2024-25, levels of persistent absenteeism will be at or below pre-COVID national levels of 8.25%.

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: **£43,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure high quality teaching and learning of reading through the purchase of additional books for classrooms and continuing with the school's weekly 'Reading Together' to engage parents/carers in their child's reading.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1, 2, 4, 5
Increase professional skills and expertise of classroom staff in the teaching of maths.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) High quality CPD through external consultants.	3
To meet the needs of all learners by ensuring that feedback provided to children by teachers enables children to improve their learning.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback CPD and coaching feedback to be provided to teachers by the leadership team.	1, 2, 3

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

Budgeted cost: **£18,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the percentage of children working at ARE+ across the curriculum through speech and language therapy support via a speech and language therapist and via additional classroom based support.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1
To improve the percentage of children working at ARE+ across the curriculum by identification and assessment of children's individual needs.	High quality teaching supported by small group and one to one support carefully targeted through identification and assessment of need. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send Educational Psychologist assessments to form part of the package which identifies children's needs.	3

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

Budgeted cost: **£30,290**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve pupil wellbeing and attendance and readiness to learn via consistent family support via the school's home/school liaison officer.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	4, 5

To ensure access to full enrichment offer, including access to outdoor learning through educational trips and visits, outdoor lunchtime clubs and Hens for Hire.	https://www.awwltd.com/the-benefits-of-outdoor-education-on-mental-health/ World Health Organisation findings show that children raised with exposure to green space are as much as 55% less likely to develop mental health problems such as substance abuse, stress-related illnesses and eating disorders.	4, 5
Support nutrition and a good start to the day via the provision of free milk to all disadvantaged children.	https://www.nhs.uk/live-well/eat-well/milk-and-dairy-nutrition/ Milk is a good source of energy and protein and contains a wide range of vitamins and minerals, including calcium, essential for the development of young children's bones and teeth.	4

Total budgeted cost: £92,390

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, national assessments did not take place in 2020 or 2021.

As evidenced in schools across the country, periods of school closure/bubble closure/learning from home during the 2020-21 academic year were most detrimental to our disadvantaged pupils. They were not able to benefit from our pupil premium funded improvements to teaching and targeted support to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, which was aided by use of online resources such as those provided by Oak National Academy. Parental engagement during the school closure periods was largely positive and children engaged well with the school's remote learning platform, DB Primary.

Overall attendance in the academic year 2020-21 was 95.1%. Families welcomed the support of the school's home/school liaison officer and there has been some success in improving attendance for families that she has supported.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Speech and Language therapy	C&D speech and language therapy
Educational Psychology support	Appletree Educational Psychology