

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	Acorns Primary School
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	October 21
Date on which it will be reviewed	March 22
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	£27630
Recovery premium funding allocation this academic year	£6000
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	£33630

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *Our intent to ensure we meet the individual needs of each child at Acorns. We identify areas for development and match our provision to meet need in all areas. Our aim is to develop our pupils to be functional communicators who learn the skills and knowledge they need to thrive in the outside world. We want to prepare our pupils for the next stage of their school life and work with families to ensure continuity and generalisation of functional skills. We aim for all of our pupils to be ready to learn and regulated, the initiatives we propose will help us enable this.*

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
2	Access to educational ICT resources
3	Special educational needs
4	Access to the community
5	Socio economic challenges

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
Pupils to regularly access the local community to develop independence and physical skills	Pupils demonstrate progress in Independence/PSHCE IEPS and evidence available through EFL
Pupils to be able to recognise/process/regulate their emotions.	Case Study work/PSEMH evidence demonstrates pupils managing their emotions

	well/with more independence/ fewer CPom reports. Calmer, happier children ready to learn.
Pupils to make “good” progress academically as a minimum	Assessment criteria termly analysed and results demonstrate good-outstanding progress.

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: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA (Intervention and class support)	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. (EEF guidance “Making best use of teaching Assistants”)	3, 4

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ 15,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA support</i>	It has been found that programmes that focus on enhancing emotional literacy improve academic performance and behaviour (Carnwell & Baker, 2007) TAs about theories such as this explains the psychology behind children's behaviour, which will help them learn to identify tools to support them. It has been found that the ELSA training itself has successfully allowed pupils to share their feelings safely and confidentially (Kelly, Slade, & Grienberger, 2005), showing the effectiveness of theory on practice	2, 3
<i>Music therapy</i>	https://www.musictherapy.org/assets/1/7/Music_Therapy_and_Special_Education_Research_Update_6-21.pdf	1, 3

Total budgeted cost: £ 34,250

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, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	-provided additional TA support, for enhanced learning and supporting regulation opportunities. Evidenced through EFL. Development of social stories and time allocated for additional TA/ ELSA support
What was the impact of that spending on service pupil premium eligible pupils?	Pupils' readiness to learn increased Support provided throughout lessons and learning opportunities

	Reassurance and support given to pupil, developing their understanding and leading to a more effective response to personalised/individual/social situations.
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