

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	Acorns Primary School
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	Dec 22
Date on which it will be reviewed	April 23
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	£27, 630
Recovery premium funding allocation this academic year	£11,890
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	

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 School. We identify areas for development and match our provision to meet need in all areas. Our assessment of need is ongoing, dynamic, and rigorous and designed to meet the need of all pupils. 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 expose them to the community they live in to ensure they can navigate that aspect of their lives. We aim to prepare our pupils for the next stage of their school life and work with families to ensure continuity and generalisation of functional skills. In the recent year we have noticed an increase in pupils accessing both sensory regulation activities and social regulation. At the heart of our approach is high quality teaching with opportunities for all pupils to develop their whole self.*

Challenges

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

Challenge number	Detail of challenge
1	<p>Social, Emotional and Mental Health difficulties</p> <p>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.</p>
2	<p>Communication difficulties</p> <p>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</p>
3	<p>Special Educational needs</p> <p>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 compared to non-disadvantaged pupils.</p>

4	<p>Access to the community</p> <p>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.</p>
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 (regulated and able to access the wider community)	Pupils demonstrate progress in Independence/PSHCE IEPS and evidence available through EFL
Pupils to be able to recognise/process/regulate their emotions/sensory needs	Case Study work/PSEMH evidence demonstrates pupils managing their emotions well/with more independence/ fewer CPom reports. Calmer, happier children ready to learn.

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 £7100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive training (all staff)	https://www.thriveapproach.com/impact-and-research/research-behind-thrive	1, 2
Thrive training Practitioner)	https://www.thriveapproach.com/impact-and-research/research-behind-thrive	1, 2

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: £ 32,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA/PSHCE resources	The ELSA (Emotional Literacy Support Assistant) intervention was originally developed within Southampton, then Hampshire, by Sheila Burton, Educational Psychologist. It was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. Currently over 25% of the school are seen formally with many more receiving informal support as well as families/parents and carers.	1,23
<i>Music therapy</i>	https://www.musictherapy.org/assets/1/7/Music_Therapy_and_Special_Education_Research_Update_6-21.pdf	1, 2, 3,5
<i>ELSA support</i>	The ELSA (Emotional Literacy Support Assistant) intervention was originally developed within Southampton, then Hampshire, by Sheila Burton, Educational Psychologist. It was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. Currently over 25% of the school are seen formally with many more receiving informal support as well as families/parents and carers	1,2,3

Total budgeted cost: £33,120