

Pupil Premium Strategy Statement for The Acorns School

This statement details our schools use of pupil premium funding for the financial year 2021 to 2022 to help improve the attainment of our disadvantaged pupils.

This outlines our pupil premium strategy, how we intend to spend the funding in this financial year after reviewing last year's financial budget and spending in this area.

PP Context for The Acorns School

Year	2019-2020	2020-2021	2021-2022
Number of pupils on Roll	52	65	70
PP%	77%	66%	43%

Attainment/Achievement Analysis of 2020-2021

Year 11

83% disadvantaged pupils:

- 20% (4) gained 5 GCSE @ 9-1/level 1 equivalent
- 10% (2) gained 6+ GCSE @ 9-1/level 1 equivalent
- 30% (6) gained at least 1 GCSE 9-4
- 75% (15) gained at least 1 qualification Including English
- 80% (16) gained a maths qualification
- 100% (4) of those enrolled on a vocational course gained at least one qualification – 6 vocational awards in total

Actual Funding for PP pupils in 2020-2021 £27,695

Actual Costings for PP pupils in 2020-2021 £95,950 (breakdown below)

- £1,000 CPD costs
- £50,000 teaching
- £5,000 vocational placements
- £700 breakfast items
- £25,000 transport
- £14,250 Transition support

Please note: A decision was made to apply PP strategy to all pupils, not just PP as we had 83% of year 11 (20-21) who were PPG.

Area targeted	Money Spent 20-21	Impact
Attendance	£25'000 Transport	A large part of our budget is used on transport to encourage attendance (our pupils come from several different areas) and there is a strong attendance monitoring system in place. Attendance also has its own rewards system. Increased attendance.
Pupil wellbeing	£700 Breakfast items	Encourages pupils to attend and enables pupils to start the school day in a positive frame of mind.
Improving staff skills	£1000 CPD costs	SENCO qualification to allow enhanced capacity to work with pupils with complex needs.
High Support staff	£50'000 teaching	An additional 1-1 high support teacher has been recruited and worked exclusively with disaffected and disadvantaged year 11 pupils in the lead up to exams. 1-1 teaching was targeted for those pupils who do not attend within the formal timetable. This meant that teacher assessments could be evidenced for hard to reach 1-1 pupils.
Alternative Provision for those needing bespoke timetables	£5,000 vocational placements	Vulnerable pupils were offered the opportunity to attend their vocational provision throughout lockdown. Continue to fund vocational placements due to 100% success.
Transition	£ 14,500 transition support	A package of support for year eleven was agreed and funded: <ol style="list-style-type: none"> 1. Independent careers advisor employed for an additional day per week for the first term of year twelve to further support transition. 2. Welfare support provided daily by keyworkers during lockdown. 3. Individual transition meetings held with year 11 form tutors. 13/24 pupils have positive destinations as at 6 th October 21, with a further 7 referred to Groundwork Trust to avoid possible NEET. This is a significant downturn on previous years figures 11/15 successful destinations. Work experience could not be run due to the lockdown.



The Acorns School Current Overview

Number of pupils in school (as of 31.1.22)	70
Proportion (%) of pupil premium eligible	43 %
Financial year/years that our current pupil premium strategy covers (3 years plans are recommended)	April 2021- April 2024
Date this statement was published	February 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Mrs J Hodson
Pupil Premium Lead	Mrs J Hodson
Governor Lead	Mrs B Harrison

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£34,160
Recovery premium funding allocation this academic year	£1740
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 21-22	£35,910

Part A: Pupil Premium strategy plan

At The Acorns School we focus on '**Learning to Achieve**'
We aim to support our young people to learn to make steps to improve and enjoy achieving success.

Together we strive to provide a caring, structured learning environment in which all pupils can develop academically, socially and emotionally and in which pupils and staff feel safe, secure and valued.

We offer an enriching, educational environment for pupils who have experienced difficulties in school. In our school pupils are accepted, valued and feel safe. We assess pastoral and learning needs and plan for progress. We give time to pupils. This is so they can reflect on and reassess their difficulties, build self-esteem and develop meaningful relationships.

We provide a broad and balanced curriculum designed to capture pupils' interests and prepare them for life. We aim to improve each pupil's academic performance, ability to learn and social and emotional skills so that pupils are able to return to school, further education or enter the world of work.

We work productively and collaborate with parents, carers, other schools, training organisations and other appropriate agencies for the good of all pupils.

We want our young people to 'learn to achieve'

Challenges and intended outcomes

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

Challenge theme	Detail of challenge
Literacy and Numeracy concerns	Many pupils have missed periods of primary and secondary education and have fallen behind in literacy and numeracy development. Pupils often receive little or no reading support at home and may have unmet needs that further prevent development. Access to the majority of subject areas in secondary education requires a good level of literacy skills which can be a further challenge.
Access to technology	Some pupils do not have access to technology at home.
Attendance	Some pupils have a history of low attendance at their mainstream school leading to difficulty with learning, a lack of progress and success in external examinations.
Social, Emotional and behavioural concerns	Pupils referred have previously developed negative behaviours resulting in exclusion from their mainstream school; this has negative impact on learning. Pupils present with a variety of social and emotional and mental health difficulties; such as low self-esteem, anxiety, self-harming and other avoidance behaviours. Other pupils may have experienced trauma.
EHCP pupils	Several learners arrive at The Acorns with unidentified learning needs.
Transition	The opportunity to successfully integrate into another mainstream school is often limited due to history of exclusion, poor behaviour and negative attitude to school. Some pupils have unmet SEN and require a positive transition into specialised provision after a period of assessment. Pupils in year eleven who do not attend



	regularly and do not commit to their personalised programmes are in danger of becoming NEET and therefore at risk of social exclusion, ill health and criminality.
Poor home learning environments	Some pupils do not have their basic needs met and consequently struggle to make progress with basic learning and acquiring skills. The vast majority of pupils at The Acorns School are at levels 2, 3, or 4 on the Continuum of Need. Development within the home environment is often affected by other factors, such as exposure to poverty, domestic violence, substance abuse and ill health resulting in difficulties managing emotions leading to negative and sometimes aggressive behaviours. 66% of our pupils are known to social services.
Alternative Provision	Some pupils struggle to access a totally academic in school programme including some PP pupils and those with EHCPs.

Challenge theme	Desired Outcomes
Literacy and Numeracy concerns	PP pupils to achieve in line with non PP pupils in English and Maths. PP pupils will gain 5+ @ A-G PP pupils to improve learning and thinking skills to improve outcomes. PP pupils to make expected progress in line with other pupils and interventions put in place as soon as required. This will be measured via baseline assessments, termly in house and external provider tracking, social and emotional qualitative assessment, observations in lessons inclusive of work scrutiny and through feedback systems. Pupils will be successful in making small steps of progress as well as larger steps inclusive of external accreditation/qualification.
Access to technology	All pupils including PP pupils were provided with school laptops, on loan, some were given dongles if they had poor or no wifi access.
Attendance	Increased attendance rates measured through attendance tracking and absence monitoring systems, pupils will attend at the same rate as non PP pupils. Provision of transport. High visibility of school's approach to improving attendance with all parents and stakeholders including sanctions.
Social, Emotional and behavioural concerns	New pupils referred for admission after lockdown are increasingly complex and many have missed significant periods of school since the first lockdown. As a school we



	are investing in pupil's mental health and wellbeing post lockdown and this is a focus for staff CPD. Wellbeing and Personal Development sessions in school are helping pupils address issues and look at solutions so they are able to focus on academic achievements as well as becoming a happy and healthy individual.
EHCP pupils	We unpick the reasons for poor behaviour and begin to work with pupils on strategies to enable them to access learning. Currently we have 15 pupils with EHCP's and 10 pending. We invested in additional EP time for this.
Transition	Our Careers advisor works with all year eleven pupils PP and non PP to give them personalised and individual careers advice and supports them in applying for college, next steps. We also have a strong careers programme led by a senior teacher who ensure that pupils are given workshops for CV's, completing applications forms, mock interviews, visiting colleges and talking about their career paths.
Poor home learning environments	Breakfast is supplied for pupils and they are transported into school so help them attend regularly and given laptops on loan to allow them to access virtual learning and complete school work. Staff are experienced and able to respond to any safeguarding concerns, emotional barriers to learning and work with learners building good relationships to enable them to thrive in the school environment. Staff work hard to build positive relationships with parents and carers to allow good communication and always seek to improve the lives of the pupils.
Alternative Provision	Alternative to alternative programme access to work experience and mentoring by external organisations will assist re-engagement with learning.

The table below details how we intend to spend our pupil premium this academic year 21-22 to address the challenges listed above.

Costings:

Item	Detail	Cost
Breakfast items	Continuing to provide free breakfasts as it enables pupils to start the school day in a	£700



	<p>positive frame of mind and ready to learn.</p> <p>Many pupils arrive at school without having a basic meal due to “food poverty”.</p> <p>Parent’s report use of food banks. Morning hunger causes apathy, emotional instability and consequently lack of engagement in learning.</p>	
Teaching	<p>Specialist teachers to plan and implement targeted interventions.</p> <p>1-1 teachers will be targeted for those pupils who do not attend within the formal timetable.</p> <p>PP pupils will be prioritised to include lower ability pupils who need further support and able pupils who need further challenge.</p>	£68,000
Alternative Provision funding	<p>PP pupils will have the opportunity to participate in vocational education to avoid NEET post 16. We have investment in vocational provision. Several learners have been provided with bespoke AP off site, which should lead to qualifications in Construction or similar.</p> <p>SLA in place and Quality assurance undertaken by The Acorns for all providers used.</p>	£25,000
Transport provision	<p>Provision of transport to encourage good attendance.</p> <p>Attendance is an area of concern in AP Nationally and is always the main factor in disadvantaged and “hard to reach” pupils making progress.</p> <p>This mirrors the experience at The Acorns and subsequently is a priority development area in all planning processes.</p>	£25,000



Additional Laptops	Additional laptops were purchased and given to all pupils on loan allowing them access to work virtually if they needed to.	£10,500 Included in Covid catch up
Extra EP time	As a school we have chosen to invest in additional EP time and in enhancing the staff structure to cope with increased complexity of learners.	£4200 Included in Covid catch up
ELSA training for two members of staff	Specialist staff being trained as ELSA, then cascading of training and resources to all staff.	£1725
Cover for those staff attending the ELSA training	Two staff per six days each training need cover in school to allow them to attend the training.	£1830 included in Covid catch up
Covid catch up funding	Covid catch up programme includes specific activities to catch up for lost teaching over precious months. Reading, rapid plus ALDS and GL assessments Cats, Dyscalculia and Dyslexia.	£18,000
TOTAL budgeted cost		£138,425

Funding = £35,910

Cost = £138,425

Overspend = £102,515