

**Pupil Premium Strategy Statement DRAFT**

**For approval at the Finance and Resources Sub Committee 7th February 2023.**

This statement details our school’s use of pupil premium (and recovery premium for the 2022 – 2023 financial 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 financial year and the effect that last year's spending of pupil premium had within our school.

PP context for the school

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| **Year** | **2019-2020** | **2020-2021** | **2021-2022** | **2022-2023** |
| Number of pupils on roll | 52 | 65 | 70 | 78 as at January census |
| Pupil Premium % | 77% | 66% | 43% | 62% |

**School Overview**

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| **Detail** | **Data** |
| School Name | The Acorns School |
| Number of pupils in school | 78 |
| Proportion (%) of pupil premium eligible pupils | 62% |
| Academic year strategy that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2022-2023  2023-2024  2024-2025 |
| Date this statement was published | January 2023 |
| Date on which it will be reviewed | January 2024 |
| Statement authorised by | Mrs J Hodson |
| Pupil Premium Lead | Miss H Cutts |
| Governor | Mrs B Harrison |

Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this financial year | £32,910 |
| Recovery premium funding allocation this financial year | £13,500 |
| Pupil Premium funding carried forward from previous years (£0 if not applicable) | £0 |
| Total | **£46,410** |

Statement of intent

At The Acorns School, all pupils are disadvantaged in some way by the fact they are here. They all have SEN-K status. Pupils who are not eligible for pupil premium funding will still require additional support and intervention. For this reason, we as a school have decided that all pupils should benefit from the below listed activities.

Challenges

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

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| **Challenge Number** | **Detail of challenge** |
| 1 | **Attendance**  Acorns is situated in Ormskirk, but the majority of pupils live in nearby Skelmersdale: 100% of those pupils reside in the bottom 2% of wards in the country for deprivation (Digmoor, Moorside and Birch Green). At any time approximately 40% of pupils are eligible for free school meals (Lancashire Secondary School average: 11.8%) and  has risen to over 50% in recent years. Skelmersdale suffers from poor public transport infrastructure, self-image, and reputation.  The attendance of pupil premium pupils is slightly higher than that of peers and a greater proportion are not classed as persistent absentees, however as attendance continues to be one of our biggest challenges it remains a prime focus.  Autumn term 2022 attendance figure whole school = 42.6%  Autumn Term 2022 attendance figure non-PP = 42.47%  Autumn Term 2022 attendance figure PP pupils = 43.47%  Autumn Term 2022 Persistent absentees for non-PP = 26.96%  Proportion of persistent absentees for Autumn Term 2022 PP pupils = 11.83% |
| 2 | **Low levels of literacy and numeracy**  Pupils arrive at The Acorns via a number of different pathways; permanent exclusion, PRU to PRU transfer, an SEN package, a medical placement, or an intervention place requested from a mainstream school. On entry the vast majority are functioning at levels below expectations and many present as disaffected with low motivation and poor self-esteem in relation to learning. Many arrive with having missed large sections of primary and secondary education as a result of not attending school, trying several schools via managed transfers, or moving residence/ area.  Pupils have also been affected by the pandemic and not had opportunity to be in school in the same way and have struggled with accessing learning.  From the assessments that are carried out at the start of the pupils admissions process they often reveal low levels of numeracy and literacy. The dyslexia and dyscalculia tests give further insight into where pupils struggle specifically.  A new reading test has been introduced and all Acorns pupils will complete this as it is more accurate. Diagnostic assessment using the new programme to identify pupil needs, then specific targeted intervention will be done to combat these low levels of literacy and numeracy. |
| 3 | **EHCP (Education Health Care Plan) pupils and bespoke timetables including alternative provision.**  Some pupils who qualify for Pupil Premium funding have specific SEND (Special Educational Needs and Disabilities) needs.  We have 16 students with EHCP’s, 10 of these are entitled to either PPG or FSM (free school meals), 5 of which qualify for Pupil Premium Funding. These students are offered extra support according to their EHCP strategies as well as targeted interventions and 1 to 1 ‘in-class support where needed. These students have their EHCP reviewed at least annually, and strategies are adapted when needed. Support is offered to parents by keyworkers and SENCO (Special Educational Needs Coordinators) when requested. Students without access to laptops at home are offered these and internet routers. Bespoke packages are implemented for each student based on their needs. |
| 4 | **Social, emotional, and behavioural concerns.**  Pupils' poor emotional well-being, social and behavioural needs affect them being able to be able to make progress and impacts their readiness to learn. |
| 5 | **Career/lack of positive destinations/EET figures.**  Low aspirations/structural issues within Skelmersdale, lack of value placed on work and education from a multi-generational point of view in some families.  Although Acorns NEET figure was 8% last academic year compared to Lancashire PRU’s 18%, we intend to focus on all year 11 pupils getting their career plans in before December and applications to colleges or apprenticeships by January 2023. |

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** |
| 1 Improved attendance for PP pupils in line with peers | Narrow the gap between PP and non-PP pupils. |
| 2 Improved levels of reading, in terms of comprehension, fluency and enjoyment | Progress in reading assessments over time. |
| 3 Improved engagement in Vocational Provision and bespoke timetables | Attendance increase for all pupils and positive reports from vocational providers. |
| 4 Improved mental health/wellbeing of pupils | Pupil voice. |
| 5 Positive destinations/increased EET | EET Figures. |

Activity in this Financial year

This details how we intend to spend our pupil premium (and recovery premium funding) this financial year to address the challenge listed above.

Teaching for example CPD (Continuing Professional Development), recruitment and retention

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| **Activity** | **Evidence that supports this approach** | **Cost (£)** | **Challenge number addressed** |
| Teaching (including the Holly high support team) | The EEF (Education Endowment Foundation) recommends that schools particularly focus their pupil premium on high quality teaching.  The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. | **£117,000** | 1,2,3,4,5 |
| CPD  In house  National College  Visitors  Network meetings to share good practice and forge better links with mainstream and other schools | To assure high quality teaching continuous professional development is a high priority at The Acorns School, with an hour weekly dedicated CPD time for teaching staff, plus whole school CPD time once a calendar month. Termly Inset and Twilight sessions for staff. Ad hoc targeted CPD for individual staff.  School has purchased National College places for all staff and Governors.  School has an agreement with the other PRU’s and local mainstream schools that teaching staff will attend network meetings to share good practice and forge better links with other schools.  As a whole school strategy, we are focusing on the following themes; Relational Approach, Trauma informed school and have included staff training on these specific topics.  Teachers regularly attend relevant moderation meetings for their subject area.  Evidence from EEF Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. | National College £700  Whole school CPD  £5,500  **Total £6,200** | 2,3,4 |
| Teaching (ICT) | Laptops available for all pupils in school.  Laptops assigned to all members of staff and whiteboards in classrooms.  Ensuring every teacher is supported in delivering high-quality teaching which includes the use of ICT is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. | Laptops & whiteboards  cost **Total**  **£30,000** | 2,3,4 |
| Total |  | **£153,200** |  |

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

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| **Activity** | **Evidence that supports this approach** | **Cost (£)** | **Challenge number addressed** |
| Alternative provision funding | Typically, pupils who arrive at Acorns have been disengaged from learning and do not see the value of education. The Acorns School recognises that a full academic programme is not always appropriate and does not always meet need. Wherever possible, pupils are encouraged to develop their social and emotional skills through practical ‘hands on’ activities which supports communication, team building and preparation for the later stages of mainstream or other education and training.  High quality teaching and learning by using quality assured Alternative Providers who offer vocational courses. To create bespoke timetables to engage pupils who are struggling to attend/engage with education for a variety of reasons. | **£80,000** | 1,2,3,4,5 |
| One to one tutor | Targeted academic support using specialist tutors to enable all pupils including high risk pupils. | **£15,700** | 1,2,3,4,5 |
| Keyworkers | High staff ratio with a keyworker or HLTA attached to every form group as part of the pastoral team.  Keyworker deployment and interventions. HLTA (Higher Level Teaching Assistants) used in Cedar nurture groups to support learning and progress.  Keyworkers trained up to deliver ELSA and reading interventions.  Evidence EEF research guidance. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teachingassistants> | **£302,035** | 2,3,4 |
| Reading programme being developed and implemented by key teachers in school | Reading is a key priority on the School Improvement Plan 2022-2025.Diagnostic assessment using the new programme to identify pupil needs, then targeted intervention.  Reading team of teaching staff regular meetings to agree on intent of the plan, implementation, then measure the impact.  https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy | Program cost  Bedrock learning  Total  **£1000** | 2 |
| Total |  | **£398,735** |  |

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

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| **Activity** | **Evidence that supports this approach** | **Cost £**  **(Financial year)** | **Challenge number addressed** |
| Breakfast supplied for all pupils | Supporting attendance and pupil health and wellbeing by supplying breakfast. This allows pupils who may suffer from food poverty at home to eat and then be in a more positive frame of mind ready to learn. | **£380** | 1,4 |
| Transport (taxis provided for pupils) | Skelmersdale suffers from poor public transport infrastructure, self-image, and reputation. Nearly all pupils are transported to school by taxi. | **£118,000** | 1 |
| EP (Educational Psychologist) extra time | One year contract for an Independent Educational Psychology service. | **£12,920** | 3,4 |
| ELSA sessions | ELSA 5 step plan in place for those pupils who require it to support them with their emotions and emotional regulation, shared with staff. This builds on the Learner Passports that are in place for every pupil. | **£1,725** | 3,4 |
| Pastoral support | Pastoral support from Family support worker for vulnerable children and families – key support is needed to ensure attendance is maintained, improved and pupils are ready to learn. This includes Team around the School TAS meetings and being the lead professional. | **£19,510** | 1,3,4 |
| Uniform provision | Due to the nature of pupils arriving here from either mainstream or PRU to PRU transfer they do not always have the correct uniform. The Acorns school has a stock of uniform in readiness for pupils that may not have it and parents who cannot necessarily afford it at the time of admissions. | **£300** | 1,4 |
| Enhanced hot meal | An enhanced hot meal offer has been bought in from Lancashire County Council for a year. | **£11,945** | 1,4 |
| Period products provision | Periods products are made available in all pupil toilets. | **£100** | 1,4 |
| School Counsellor (Mondays) | The Acorns school has employed a school counsellor on Mondays who is available to all pupils to support with any concerns they may have. | **£6,250** | 4 |
| Careers advice/support | Targeted careers advice and support for all pupils but focusing on Holly high support pupils as a priority to ensure those pupils are EET. | **£500** | 5 |
| Total |  | **£171,630** |  |

Funding = **£46,410**

Budgeted Cost 1 =High Quality Teaching **£153,200**

2 = Targeted academic support **£398,735**

3 = Wider strategies **£171,630**

**1,2,3 Total £723,565**

Overspend = **£677,155**

**Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2021-2022 academic year.

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| **Impact of 2021 - 2022 Pupil Premium Strategy**  Actual Funding £35,910  Actual Cost £138,425  Overspend £102,515   * **Attendance.**   Transport provision  Pupils who attend The Acorns are given transport provision proving they are not under 3 miles away from school, this helps to improve attendance rates and encourages pupils to attend. Attendance is concern nationally, particularly in Alternative Provision and is often the main factor in disadvantaged and “hard to reach pupils” making substantial progress. The Acorns provides free breakfast for all pupils to enable pupils to start the school day in a positive frame of mind, be focused and ready to learn.  The impact of providing transport and breakfast has meant that attendance remains a priority for us as a School and both pupils and parents would understand that.  Attendance Figures from 2021-2022   * Whole school pupil attendance 1st Sept 2021 - 19th July 2022- 37.2% * Whole school non-PP attendance 1st Sept 2021 - 19th July 2022-37.01% * Whole school Pupil Premium pupil attendance 1st Sept 2021 - 19th July 2022-26.46% * Whole school LAC pupil attendance 1st Sept 2021 - 19th July 2022-22.4%   As pupil premium pupil attendance remains significantly lower than that of their peers, attendance remains our highest priority.   * **Attainment/Literacy and Numeracy.**   Desired outcome was for PP pupils to achieve in line with non-PP pupils in English and Maths.  **GCSE outcomes from 2021-2022**  30 pupil cohort % (pupil no’s) Analysis Evaluation  Whole school 5 GCSEs @ 9-1/Level 1 equivalent 33% (10)   * 86/101 GCSE passes (85%) * GCSEs @9-1/Level 1 equivalent: * 10/30 pupils gained 5+ GCSEs * 4/30 pupils gained 7+ GCSEs This reflects 11 exams where the pupil was entered but did not attend and 4 exams that were graded as U   Whole school 5 GCSEs @ 9-4/Level 2 equivalent:   * 10% (3) · 23/86 GCSE passes above grade 4 (27%) · * 23% (7) pupils gained at least 1 pass at 4+ · * 17% (5) pupils gained at least 1 pass at 5+   Level 1 Vocational (VRQ) Industry standard   * 27% (8) · 8 awards from AP   Disadvantaged group 37% (11)   * 27% (3) gained 5 GCSE @ 9-1 /level 1 equivalent * 18% (2) gained 6+ GCSE @9-1/level 1 equivalent * 9% (1) gained at least 1 GCSE 9-4 * 82% (9) at least 1 qualification including English (\*inclusive of W pupils) * 64% (7) gained a maths qualification (\*inclusive of W pupils) * 100% (2) of those enrolled on a vocational course gained at least 1 vocational qualification   English and Maths   * 50% gained both GCSE in English and Maths at level 1 or above. * 63% gained a Maths qualification. * 77% gained an English qualification. * 43% gained English and Maths with 3+ subjects.   \*English and Maths ‘working below’ (W) GCSE/ level 1   * 24 Entry Level Certificates gained for very low ability/ SEN learners.   This reflects 11 exams where the pupil was entered but did not attend and 4 exams that were graded as U.   * **Social Emotional and behavioural concerns.**   Wellbeing lessons were incorporated into the curriculum to support pupils during, and post pandemic and mental health was a strong focus in personal development lessons.   * **Transition/Positive destinations.**   NEET figure for the academic year 2021-2022 was 8% with a cohort of 29 Year eleven pupils.  3/29 NEET not in education or training 8%  2/29 NEET Pupil premium 6%  1/29 NEET Non-Pupil premium 3%   * **Access to technology /Poor home learning environments.**   Food poverty – breakfast supplied to all pupils, along with laptops on loan for pupils to complete work.   * **EHCP pupils.**   We invested in extra EP time to support pupils going through the EHCP process. In 2021 five pupils with EHCP’s left year 11 from Acorns, of these 3 have moved on to further education. Two pupils with EHCP’s qualified for Pupil premium funding, 50% is currently NEET and 50% have progressed to sixth form college.   * **Alternative Provision.**   Pupils are often given bespoke timetables and if appropriate this includes Vocational Provision. We use the following providers; Apple Cast, BDS, CWP, Eqwise, Fix it, Pathways, and PNE. This helps pupils to reengage in education and begin planning their next steps in terms of careers. It allows pupils who have struggled with learning to access more practical courses and qualifications.  AP outcomes 2021-2022  Level 1 Vocational (VRQ) Industry standard  27% (8) · 8 awards from AP |