



Pupil Premium Strategy Statement for The Acorns School 23-24

This statement details our schools use of pupil premium funding for the financial year 2023 to 2024 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	2022-2023	2023-2024
Number of pupils on Roll	52	65	70	90	88 (as of 12/1/24)
PP%	77%	66%	43%	50%	49%

Attainment/Achievement Analysis of 2022-2023

Year 11 59% disadvantaged pupils

Results Headlines 2023

Attainment

37 pupil cohort Analysis based on 36 pupils as results for 1 went to mainstream.	% (pupil no's)	Analysis	Evaluation
Whole school 5 GCSE's @ 9-1/Level 1 equivalent	22% (8)	<ul style="list-style-type: none"> 93/108 GCSE passes (86%) GCSE's @9-1/Level 1 equivalent: <ul style="list-style-type: none"> 8/36 pupils gained 5+ GCSEs 3/35 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 GCSE's @ 9-4/Level 2 equivalent	0% (0)	<ul style="list-style-type: none"> • 14/93 GCSE passes above grade 4 (15%) • 19% (7) pupils gained at least 1 pass at 4+ • 3% (1) pupils gained at least 1 pass at 5+
Level 1 Vocational (VRQ) Industry standard		7 qualifications were gained at level 1 and 2 Entry 3 qualifications were gained
Disadvantaged group	50% (18)	<ul style="list-style-type: none"> • 16% (3) gained 5 GCSE @ 9-1 /level 1 equivalent • 0% (0) gained 6+ GCSE @9-1/level 1 equivalent • 5% (1) gained at least 1 GCSE 9-4 • 72% (13) at least 1 qualification including English (*inclusive of W pupils) • 72% (13) gained a maths qualification (*inclusive of W pupils) • 100% (4) of those enrolled on a vocational course gained at least 1 vocational qualification
English and Maths		<ul style="list-style-type: none"> • 47% gained both GCSE in English and Maths at level 1 or above • 71% gained a Maths qualification. • 64% gained an English qualification. • 44% gained English and Maths GCSE with 3+ subjects.

Actual allocated Funding for PP pupils in 2022-2023 £38,275

- £25,000 transport
- £700 breakfast items
- £1000 CPD Costs
- £10,000 Alternative Provision

Please note: A decision was made to apply PP strategy to all pupils, not just PP

Area targeted	Money Spent 22-23	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.																														
High Support staff	£68'000 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	£10,000 vocational placements	Continue to fund vocational placements due to 100% success.																														
Transition	£ 14,500 transition support	<p>A package of support for all year eleven was agreed and funded: see EET figures below:</p> <p>EET figures: 36 (year eleven) pupils</p> <table> <tr> <td>College</td> <td>28/36</td> <td>77.7%</td> </tr> <tr> <td>Apprenticeships</td> <td>2/36</td> <td>5.5%</td> </tr> <tr> <td>Employment</td> <td>3/36</td> <td>8.3%</td> </tr> <tr> <td>EET</td> <td>33/36</td> <td>91.6%</td> </tr> <tr> <td>NEET</td> <td>2/36</td> <td>5.5%</td> </tr> </table> <p>EET figures for PPG/FSM 18/36 50% Year 11</p> <table> <tr> <td>College</td> <td>14/18</td> <td>77.7%</td> </tr> <tr> <td>Apprenticeships</td> <td>1/18</td> <td>5.5%</td> </tr> <tr> <td>Employment</td> <td>2/18</td> <td>11.1%</td> </tr> <tr> <td>EET</td> <td>16/18</td> <td>88.8%</td> </tr> <tr> <td>NEET</td> <td>1/18</td> <td>5.5%</td> </tr> </table> <p>This package included; college visits, college interview support, Edge Hill university visit, apprenticeships talks, 1-1 support in college applications and visits for those that needed it.</p>	College	28/36	77.7%	Apprenticeships	2/36	5.5%	Employment	3/36	8.3%	EET	33/36	91.6%	NEET	2/36	5.5%	College	14/18	77.7%	Apprenticeships	1/18	5.5%	Employment	2/18	11.1%	EET	16/18	88.8%	NEET	1/18	5.5%
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The Acorns School

Totals	118,200	
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The Acorns School Current Overview 23- 24

Number of pupils in school (as of 7.9.23)	65
Proportion (%) of pupil premium eligible	46%
Financial year/years that our current pupil premium strategy covers (3 years plans are recommended)	April 2023- April 2026
Date this statement was published (draft)	September 2023
Date on which it will be reviewed	October 2023
Date to be shared with Governors	10 th October 2023
Date updated	12 th January 2024
Statement authorised by	Mrs J Hodson
Pupil Premium Lead	Miss H Cutts
Governor Lead	Mrs B Harrison

Funding Overview

Detail	Amount
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Pupil Premium funding allocation this academic year	£55,425
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 23-24	£55,425

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.



The Acorns School

	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	<p>PP pupils to achieve in line with non PP pupils in English and Maths.</p> <p>PP pupils will gain 5+ @ A-G</p> <p>PP pupils to improve learning and thinking skills to improve outcomes.</p> <p>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.</p>



	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.
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 vocational programme including access to work experience will assist re-engagement with learning.



The table below details how we intend to spend our pupil premium this academic year 23-24 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 positive frame of mind and ready to learn. Many pupils arrive at school without having a basic meal	£1000 whole school breakfast 46% PPG/FSM £460

	<p>due to “food poverty”. 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. 1-1 teachers will be targeted for those pupils who do not attend within the formal timetable. PP pupils will be prioritised to include lower ability pupils who need further support and able pupils who need further challenge.</p>	£72,420 High support teachers
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. SLA in place and LCC approved Quality Assurance undertaken by The Acorns for all providers used.</p>	<p>£120,000 Allocated for AP for whole school 46% PPG/FSM = £55,200</p>
Transport provision	<p>Provision of transport to encourage good attendance. Attendance is an area of concern in AP Nationally and is always the main factor in disadvantaged and “hard to reach” pupils making progress. This mirrors the experience at The Acorns and subsequently is a priority development area in all planning processes.</p>	<p>£35,000 Allocated for whole school transport 46% PPG/FSM = £16,100</p>
Extra EP time	<p>As a school we have chosen to invest in additional EP time and in enhancing the staff structure to cope with</p>	<p>EP time Whole school £13,500 46% PPG/FSM = £6,210</p>



The Acorns School

	increased complexity of learners.	
TOTAL budgeted cost		PPG/FSM £150,390

PPG/FSM Funding = £55,425

Cost PPG/FSM =£150,390

Overspend PPG/FSM £94,965

This document will be updated to be shared with Governors in Autumn Term 10th October 2023 (Sub Committees) for approval.