

Pupil Premium lead: Mrs Hodson	Total number of pupils	Variable throughout year but peaked at 52 of which 77% were designated as Disadvantaged (D) in terms of PPG	Total number PP pupils	Variable, usually 65 -75% of all pupils. At one point in year reached 78%	Date of most recent PP Review	November 2020
Responsible Governor: Mrs Harrison	Total number of pupils 2019/20		Total number PP pupils		Dates for next internal review of this strategy	May 2021

Section A

Attainment/ achievement analysis of 2019/20:	Comparison with other AP/ PRU/ similar schools provision:
<p><u>Year 11</u> 67% Disadvantaged 10/15 pupils</p> <ul style="list-style-type: none"> • 30% (3) gained 5 GCSE @ 9-1 /level 1 equivalent • 20% (2) gained 6+ GCSE @9-1/level 1 equivalent • 40% (4) gained at least 1 GCSE 9-4 • 100% (10) at least 1 qualification including English (*inclusive of W pupils) • 100% (10) gained a maths qualification (*inclusive of W pupils) • 100% (1) of those enrolled on a vocational course gained at least 1 vocational qualification (6 vocational awards in total) 	<p>Currently no national statistics or other information available to compare.</p>

Review of outcomes and impact including expenditure academic year 2019/20:			PPG funds: April 19 – March 20 £27,115	
Desired outcome	Chosen action/approach	Impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
PP Pupils to achieve in line with non PP pupils in English, Maths.	<p>Staff CPD inset whole school literacy, numeracy, memory and recall.</p> <p>Co-ordinated cross curricular literacy/</p>	<p>COVID-19 pandemic meant that pupils did not have to physically sit their exams. They were instead awarded grades by Teacher Assessment. This meant that this year no pupils failed to attend their final exams.</p> <p>During lockdown, lessons and support were provided via a Virtual School platform. This was so that when</p>	<p>1-1 teaching will be still targeted for those pupils who do not attend within the formal timetable. An additional 1-1 teacher has been recruited and worked exclusively with disaffected and disadvantaged Year 11 pupils in the lead up to the exams.</p> <p>This meant that teacher assessments could be evidenced for hard to reach 1-1 pupils.</p>	<p>£1,000 for CPD costs.</p> <p>£50,000 for 1-1 teaching</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 will have the opportunity to participate in vocational education to avoid NEET post 16.</p> <p>'Alternative to alternative' programme access to work experience and mentoring by external organisations will assist re-engagement with learning.</p> <p>Increased and higher attendance for PP Pupils.</p> <p>Pupils social and emotional skills improve to cope</p>	<p>numeracy foci intervention work.</p> <p>Identify quality vocational placements that lead to industry standard awards to enable successful post 16 transition</p> <p>High support teacher X 2 for identified pupils to re-engage learning.</p> <p>Tried and tested school attendance RAG rating system in place. Rewarding of achievement of attendance targets.</p> <p>High visibility of school's approach to improving attendance with all parents</p>	<p>Year 11 left and went to college they had not lost the good habits and routines that they would need to be successful in Year 12.</p> <p>A package of support for Year 11 was agreed and funded</p> <ol style="list-style-type: none"> 1. Independent careers advisor employed for an additional day per week for the first term of Year 12 to support transition to further education and employment. 2. Welfare support provided daily by key workers throughout lockdown 3. Individual transition meetings held with Year 11 Form Tutors. 4. Leavers event to mark transition to Year 12, event included presentation by "The Scary Guy" and a farewell Leavers lunch. 5. Survival Pack provided including face masks and stationery supplies for college, year 11 hoodies. <p>12 out of 15 pupils have positive destinations as at 31st October 2020, with a further 1 referred to the Groundwork Trust to avoid possibility of NEET.</p> <p>Work experience programme could not be run because of the lockdown.</p> <p>One pupil, who was CLA, continued to attend his AP programme throughout lockdown.</p> <p>This was done for all pupils, not just PP, as we have 75% of Year 11 who are PPG</p>	<p>Continue to fund vocational placements as 100% success</p> <p>Continue with taxi transport, attendance monitoring system and associated rewards because it has a positive impact on most pupils who value those rewards and parents who value the support offered.</p> <p>Continue to provide free breakfast as it enables pupils to start the school day in a positive frame of mind and ready to learn.</p>	<p>£28,000 for 12 placements</p> <p>£700 for breakfast items</p> <p>Transport £25,000</p> <p>Transition support £14,250</p>
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with daily school life	and stakeholders including sanctions. Provision of transport.			
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Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
<p>Literacy and Numeracy skills - Many pupils have missed periods of primary /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.</p>		
<p>Social, emotional, behavioural and lifestyle development - 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. Disengagement from education leading to disaffection.</p>		
<p>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 to specialised provision after a period of assessment. Pupils in year 11 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.</p>		
External barriers		
<p>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.</p>		
<p>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. This ranges from early help through to child protection.</p>		
Desired outcomes and how they will be measured		Success criteria
A.	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, observation in lessons inclusive of work scrutiny and through feedback systems.	Pupils making expected progress relative to their starting points which will be comparable with non PP pupils. Pupils will be successful in making small steps of progress as well as larger steps inclusive of external accreditation/ qualification.
B.	Increased attendance rates measured through attendance tracking and absence monitoring systems.	PP pupils will attend at the same rate as non PP pupils

Planned strategies for expenditure for this year:

PPG funds allocation April 20 – March 21 £ 27,695 predicted to be in budget based on re-determined count.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and cost allocated	Review implementation
<p>PP Pupils to achieve in line with non PP pupils in English, 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 will have the opportunity to participate in vocational education to avoid NEET post 16.</p> <p>‘Alternative to alternative’ programme access to work experience and mentoring by external organisations will assist re-engagement with learning.</p>	<p>Continuation of the COVID 19 pandemic means that we have had to introduce different and innovative ways of working.</p> <p>Year 11 have been prioritised and are in school every day. In addition, they are being given extra lessons on the virtual school platform. These include after hours catch up sessions for pupils who are studying Higher Maths.</p> <p>Pupils have been provided with school laptops, on loan.</p> <p>Several learners who have EHCPs have been provided with bespoke Alternative provision on site, which should lead to BTEC qualifications in Construction, or similar.</p> <p>High support teacher X 2 for identified pupils to re-engage learning.</p>	<p>Investment in developing the literacy strategy is evident in GCSE and functional skills qualification attainment in terms of increase in passes, grades and achievement from baseline.</p> <p>Evidence in learning walks indicates those pupils who are taught discreet learning strategies become more independent learners and respond to challenge in their learning. EEF Teacher Toolkit analysis indicates metacognition strategies lead to enhanced progress.</p> <p>Targeted quality vocational provision with adequate time allotted has resulted in an increase in performance and completion rates. This has enabled a significant increase in sustained post 16 placements in further education and training and employment opportunities through apprenticeship schemes.</p>	<p>Specialist teachers to plan and implement targeted interventions. PP pupils will be prioritised to include lower ability pupils who need further support and able pupils who need greater challenge.</p> <p>Consistent monitoring of interventions and placements by identified lead</p> <p>Termly quality assurance carried out by SLT/ in the form of observation in class work scrutiny, professional dialogue triangulation and provider evaluation. Pupil feedback exercises/ evidence.</p> <p>SLA agreed with commissioned organisations indicating clear expectations for outcomes..</p>	<p>JH AM HC CR MA CW AMC</p> <p>£68,000 for 1-1 teaching</p> <p>£700 for breakfast items</p> <p>Transport £25,000</p> <p>Additional laptops £10,500</p>	<p>Ongoing as part of school in house tracking and monitoring systems.</p> <p>Formally reviewed April following budget allocation and September in line with whole school improvement evaluation.</p>

<p>Increased and higher attendance for PP Pupils.</p> <p>Pupils social and emotional skills improve to cope with daily school life</p>	<p>Tried and tested school attendance RAG rating system in place. Rewarding of achievement of attendance targets.</p> <p>High visibility of school's approach to improving attendance with all parents and stakeholders including sanctions.</p> <p>Provision of transport.</p>	<p>Attendance is an area of concern in AP provision nationally and is always the main factor in disadvantaged and 'hard to reach' pupils making progress. This mirrors the experience at Acorns and subsequently is a priority development area in all planning processes.</p> <p>Many pupils arrive at school without having a basic meal due to 'food poverty'. Parents report use of food banks. Morning hunger causes apathy, emotional instability and consequently lack of engagement with learning.</p> <p>Enrichment programmes in schools provide access to a wide variety of learning and enjoyment which encourages teamwork, communication, tolerance, collegiality developing social and emotional regulation skills.</p>	<p>Full adherence to attendance system monitoring and given highest pastoral priority in all evaluation processes. Scrutiny from governing body.</p> <p>Monitoring by LCC Attendance Advisor</p> <p>Reduced timetable integration plan to encourage regular attendance, aiming to build up to a full timetable.</p> <p>School council to monitor provision of breakfast including choice of food and time allocated with business manager and catering officer.</p> <p>Allocated staff to lead on enrichment programmes linked to performance management processes in school.</p>		
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