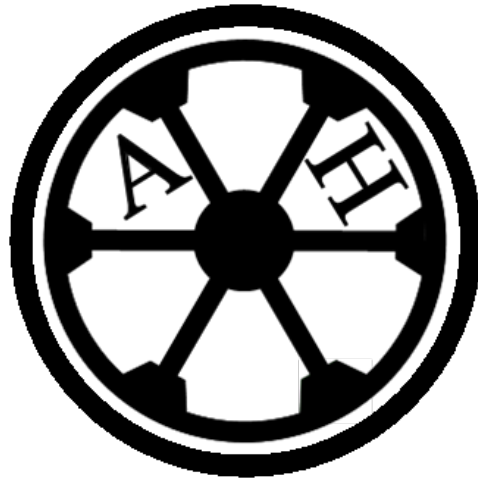


Acre Heads Primary School



Pupil Premium Strategy Statement 2021-2024

Updated Aut 2023

Prepared by:
Sarah Morgan - Graham Sitch

Acre Heads Primary School

Pupil premium strategy statement 2021-2024

This statement details our school's use of pupil premium 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	Acre Heads Primary School
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	44/409 = 11% (+2%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	September 2021
Date this statement was last updated	September 2023
Date on which it will be reviewed	Termly
Statement authorised by	Headteacher Finance Committee
Pupil premium lead	Sarah Morgan Disadvantaged Champion
PP Governor	Matthew Clayphan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52 380 (April 23 – April 24)
Recovery premium funding allocation this academic year	£5,220
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	£59 875

Part A: Pupil premium strategy plan

Statement of intent

At Acre Heads Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all areas of the curriculum. Our pupil premium strategy is focussed to support our disadvantaged pupils, both in terms of supporting their educational goals, as well as their mental health and wellbeing.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning, and we have made sure that all staff have received training to identify these barriers. There is no “one size fits all” as these barriers to learning are varied, and our aim is that our response will benefit all pupils at our school and not just our disadvantaged. Common barriers to learning can be less support at home, weak phonics and early reading fluency, lack of confidence or low self-esteem, social & emotional difficulties, attendance and punctuality issues and family deprivation. We also have many pupils who are achieving well, working at age related expectations and appear to be making good progress – however we are aware that with extra support they could be reaching even higher.

At Acre Heads, a targeted and strategic use of pupil premium funding supports us in achieving our vision:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils through our targeted 50 things a child will achieve during their time at Acre Heads.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We have the Acre Heads offer to financially support families throughout the school.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. A majority of any group will be made up of FSM children.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The range of provision includes: reducing class sizes, providing small group work, 1-1 support, additional teaching and learning opportunities provided through learning mentors, SENCo additional release time to plan and implement targeted support and Acre Heads support package.

Our ultimate objectives are:

- To close the attainment gap between disadvantaged children and their peers
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities are a top priority, including professional development, training and support for early career teachers
- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Targeted support for struggling pupils
- Developing strategies relating to non-academic factors, including improving attendance, behaviour and attitudes, and social and emotional support.
- Support families needing additional support

Achieving these objectives:

- Acre Heads has a package of support available from school for those low income families eligible for free school meals. (Pupils will be provided with: a school jumper, two polo shirts, free extra-curricular club participation, support with school trips, negotiated costs for residential visits, support for swimming, free school lunches)
- Targeted academic support in class achieved through questioning, small group work/interventions and all staff knowing the pupils as individuals
- Personal development is supported through the curriculum intent as well as support delivered by the class/phase teaching assistants and SEND support team
- Mental Health needs are a high priority through targeted support in liaison with our Family Support Worker and School Wellbeing Worker
- As a school we aim to look at the 'whole child/whole family' in terms of how we can best support all members. Regular, sustainable communication is key and finding strategies that work for individuals.

All of our aims have the objective of equitable educational outcomes. We ensure that all teaching staff are involved in the collection and analysis of data, so that needs are identified early, and support put in place quickly. Staff are fully aware of who their disadvantaged pupils are, and take time to forge strong relationships with parents and families. This assists us to act early to intervene at the point that needs are identified.

Our Pupil Premium Strategy also includes the wider school plans for educational recovery, both through targeted support for whole year groups and with the School Led Tutoring Programme for pupils whose education has been worse affected, and extra provision for tutoring planned and delivered by our own teaching staff in and after school sessions. An offer has been made to all of our disadvantaged pupils needing support, but includes provision for non-disadvantaged pupils too.

Challenges

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

Challenge number	Detail of challenge
1	Pupil's phonic knowledge is a key foundation to learning.
2	Reading. Lower competence/confidence in Reading will result in barriers to global dimensions in life (academic and life skill).
3	Writing. Attainment in Writing has been impacted nationally, most significantly, by the Covid19 interruption to education. For disadvantaged pupils, this barrier is exaggerated disproportionately.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Assessments, observations, and discussions with staff suggest some parents of disadvantaged pupils generally engage less with the school, and with home learning activities. Limited parental engagement in school and learning results in reduced homework completion, a lack of readiness for school and, for some, reduced ambition.
6	Assessments suggest that many of our disadvantaged learners are on track to achieve their expected outcomes by the end of their academic year, however we must ensure that these pupils do not fall behind and continue to experience a curriculum that is challenging for all. See latest school tracking data for updates.

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
<p>1. Pupils Phonic knowledge will provide a solid foundation to their learning which will consequently support them with their reading and writing skills.</p>	<ul style="list-style-type: none"> + Half termly assessments in FS, Year 1 and Year 2 track progress on the Phonic tracker for decoding and encoding. + Children who have not passed their Phonic Screening check in KS1, or received a 'borderline' pass are also assessed regularly to monitor progress and inform intervention planning to continue with RWI or Fresh Start + Interventions and 1:1 phonics tutoring are planned by the RWI reading leader/class teacher based upon needs identified during ongoing assessments and grouping. + Pre and post assessment is used to evidence progress and any further interventions. <p>Read Write inc is embedded.</p>
<p>2. Pupils are both (age appropriately) confident and competent in Reading.</p>	<ul style="list-style-type: none"> + Vast majority of children are at ARE within phonics within FS and KS1 <p>See above 75%</p> <ul style="list-style-type: none"> + Children's reading fluency is of an (age) appropriate standard. + Children's understanding (through reading) is of an age appropriate standard + Children are supported in reading, ensuring that the vast majority of children are reading to ARE by the end of Y2 + Children read for pleasure. Their access to reading is well resourced, scaffolded and equitable. <p>Read Write Inc is embedded.</p> <p>64% PP at or above ARE</p>
<p>3. Pupils gain equitable outcomes in Writing when leaving Primary School, demonstrated by appropriate (or accelerated) progress from entry school baseline assessments.</p>	<ul style="list-style-type: none"> + Children's Writing is monitored through school as on track, and this progress is supported by appropriate strategies for support. + Clear expectations in Writing are broken down into year group key objectives, so areas for development are targeted with forensic understanding. + Children understand the purpose of writing and demonstrate with competence the writing process + Writing across the curriculum evidences pupil's confidence and ability to write for different purposes <p>+ End of Key Stage outcomes demonstrate excellent progress and alleviate the attainment gap of all others.</p> <p>Talk for Writing is embedded.</p> <p>59% PP at or above ARE</p>

<p>4. Pupils gain equitable outcomes in Maths when leaving Primary School, demonstrated by appropriate (or accelerated) progress from entry school baseline assessments.</p>	<ul style="list-style-type: none"> + Children's Maths attainment is monitored through school as on track, and this progress is supported by appropriate strategies for support. + Clear expectations in Maths are broken down into year group key objectives, so areas for development are targeted with forensic understanding. + Children understand the application of maths and ability to apply to real life problems + End of Key Stage outcomes demonstrate excellent progress and alleviate the attainment gap of all others. Power Maths is embedded. 70% PP at or above ARE
<p>5. A holistic approach to education and a joined up approach to home and school will facilitate equal opportunities that reach further than the academic outcomes of school.</p>	<ul style="list-style-type: none"> + Our Family support and SENco team supports pupils with their mental wellbeing and liaises closely with teachers/parents to ensure a consistent joined up approach to sustain positive progress. + Teachers, SEDNco team and Teaching Assistants, liaise closely with parents to ensure that communication is clear regarding individual pupil's targets and strategies to support areas for development + Our curriculum offer and our 'top 50 things' will enable breadth and balance and enrich pupil's lives with activities that they may otherwise miss out on. + Support for homework, through use of optional lunchtime, afterschool and Teatime clubs, will help support pupil's confidence/self-esteem and completion of tasks with their peers and support.
<p>6. Pupils will have resources and support to become independent in their self-management of mental health & wellbeing.</p> <p>School curriculum and systems reflect the needs of pupils and outcomes demonstrate that pupils are accessing school and thriving.</p>	<ul style="list-style-type: none"> + Effective use of Family and SEDNCo support teams with individualised support that provides for both pupils and staff to break down barriers and develop confidence and independence. + Our 'Curriculum' and how the effective delivery evidences breadth and balance, broad and 'real' educational outcomes. + Our pupils are prepared to feel and be ready for secondary school through the wealth of opportunities they are given throughout school.

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: £29 848

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teacher appointed to work within the FS. Finished July 2023 (Contribution from PPG of M1 teacher's total salary)</p>	<p>EEF Guide to pupil premium – tiered approach – teaching is the top priority. Our additional FS teacher will reduce class size and support with additional teacher interaction.</p>	1, 2, 3, 4, 6
<p>Additional teacher appointed to work within the KS1 and KS2 cohort as required Finished July 2023 (Contribution from PPG of M6 teacher's salary)</p>	<p>EEF Guide to pupil premium – tiered approach – teaching is the top priority. Our additional teacher will reduce class sizes within selected year groups during core learning sessions.</p>	1, 2, 3, 4, 6
<p>Phonics CPD; Additional teaching Assistants to support Year 1 and Year 2 cohorts. Additional support within KS2 with Fresh Start and RWI groups. Release time for RWI leaders to support with CPD and support Funding to provide additional assessment and analysis support (Contribution of 20% from PPG of HLTA's salaries)</p>	<p>EEF+5 Teaching & Learning Toolkit Phonics Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. We therefore value the teaching of this area of learning greatly and thus plan to employ additional TA to support interventions in FS & KS1.</p>	1, 2, 3

<p>Invest in a high quality Phonics resource to support teachers with meeting the expectations of the National Curriculum, and preparing our pupils for their Phonics Screening Check.</p> <p>(Contribution of 12% from PPG for related £8k total resources)</p>	<p>EEF+5 Teaching & Learning Toolkit Phonics</p> <p>Synthetic phonics approaches have higher impacts, on average, than analytic approaches hence we will continue to invest in the RWI as it is a complete systematic synthetic phonics programme (SSP) developed for schools and over the last 3 years has had a significant impact on our phonics</p> <p>Continue with Ruth Miskin development days in school with on site support for RWI reading leaders and English leader to ensure support, CPD and grouping is accurate for PP and all learners.</p>	
<p>Paddington 1 and 2</p>	<p>Additional Paddington group, smaller groups, higher ratio of staff to children. Focussed support. Personalised academic and emotional learning. Possibly including afternoons. 2 newly resourced rooms to meet the individual needs of the group and different learning styles.</p>	<p>1, 2, 3, 4, 5, 6</p>

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

Budgeted cost: £23 027

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teacher appointed to work within the KS1 and KS2 cohort as required</p> <p>Finished July 2023</p> <p>(Contribution from PPG of M6 teacher's £36k total salary)</p>	<p>EEF Guide to pupil premium – tiered approach – teaching is the top priority.</p> <p>During the afternoon, will specifically support the PP through targeted interventions and supporting their MWB. They will also support pupils assessed as 'border line (amber)' to contribute to all pupils being supported to achieve their best.</p>	<p>1, 2, 3, 4, 6</p>
<p>Employ an Assistant SENco to deliver Social and Emotional Learning (SEL) interventions – 10 hours a week.</p> <p>Finished July 2023</p>	<p>EEF+4 Teaching & Learning Toolkit Social & Emotional Learning</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management</p>	<p>5, 6</p>

(Contribution from PPG of Pupil Mentor/Coach total salary)	of emotions, rather than focusing directly on the academic or cognitive elements of learning. SENDCO Mrs Radge not attached to a class.	
SENCO, out of class post. (Contribution of from PPG of Inclusion Manger's salary)	EEF SEN in Mainstream Schools Guidance Report Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. We therefore place great value in our Inclusion Manager/SENCo to support both our SEND pupils through intervention and assessment but also in supporting our teachers and teaching assistants to deliver high quality practice through explicit instruction, cognitive and metacognitive strategies and scaffolding.	1, 2, 3, 4
Regular/supportive Teaching Assistant Interventions/Training	EEF+4 Putting Evidence to Work – A School's Guide to Implementation and EEF Teaching & Learning Toolkit TA Interventions Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. We want all TAs to work in close liaison with their teacher and our SENCO (SEND pupils) to develop/deliver clear, logical, and well-specified plans where that is deemed as best practice. We do not want to run interventions unless they are going to make a profound difference to pupil's needs so there has to be a shared understanding of the process with appropriate support and incentives and if there is the introduction of new skills, knowledge, and strategies with explicit training.	1, 2, 3, 4,

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

Budgeted cost: £7 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a Family Liaison Officer to support families to interact with school supporting with social & emotional needs, attendance and wellbeing (including support for our service children)</p> <p>Develop trusting relationships with parents and families Meetings with pupils, parents or families</p> <p>Ongoing communications with all professionals involved with a child</p> <p>(Contribution from PPG of Family Liaison Officer salary)</p>	<p>EEF+4 Teaching & Learning Toolkit Social & Emotional Learning</p> <p>Family support is critical in ensuring children are coming to school and engaged with the Acre Heads' curriculum. Clear signposting on how to gain support.</p> <p>Appropriate guidance given to parents to ensure they get the right support and are aware of appropriate agencies.</p> <p>Appropriate support for children especially regarding SEMH issues.</p> <p>Appropriate support for individuals</p> <p>Increased attendance tracking and support with regular meetings between Mrs Radeg SENDCO and Mrs Kelsey</p>	5, 6
<p><i>Delivering The Acre Heads Offer to our PP pupils.</i></p> <p><i>(Contribution from PPG towards related costs)</i></p>	<p>EEF Teaching & Learning Toolkit School Uniform.</p> <p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. As part of our offer, we include a school jumper which enables to feel part of our school family.</p> <p>The offer also encompasses reduced costs for trips and clubs which all contribute towards pupils participating in enriching activities with their peers and improving social mobility.</p>	5, 6

<p>Establish Learning Clubs, e.g. Homework Club.</p> <p>(Contribution from PPG towards related costs)</p>	<p>EEF+5 Teaching & Learning Toolkit Homework</p> <p>Homework has a positive impact on average (+5 months). Some pupils may not have a quiet space for home learning so it is important that we consider how we can support this in school, e.g. through providing a Homework club for pupils who would benefit. We need to consider carefully the tasks that we set for homework, for example homework linked to classroom work tends to be more effective and to ensure that the purpose is always very clear to pupils. Any Learning Clubs will target appropriate groups where additional home support is possible.</p>	<p>1, 2, 3, 4</p>
<p>Access to technology at home to support with accessing remote learning and homework activities</p> <p>(Contribution of 5% from PPG towards related costs)</p>		
<p>Acre Play</p>	<p>Begin to establish 'Acre Play' an enhanced and inclusive lunch time.</p>	<p>6</p>
<p>Raised Profile</p>	<p>Continue to keep the awareness and understanding of Pupil Premium children high amongst staff.</p> <p>Meetings between Miss Morgan and Mrs Ringrose regarding new Pupil Premium children.</p> <p>Meetings between Miss Morgan and Mrs Radge regarding information about Pupil Premium children and holistic updates.</p> <p>Timely updates to relevant staff including termly attainment trackers with year group focus given to relevant teachers enabling more quality first, targeted teaching.</p> <p>Pupil Premium children a focus within Pupil Progress meetings, 'book looks' and learning walks.</p>	<p>1, 2, 3, 4, 5, 6</p>

Total budgeted cost: £ 59,875

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Pupil Premium Grant 2020-2021		
Area	Description:	Review of outcomes:
Family liaison officer	Family liaison officer to support families to interact with school supporting with social & emotional needs, attendance and wellbeing (including support for our service children)	Our Family liaison officer's role is critical to the communication and support mechanisms within the school. By effectively targeting families, we are able to support and challenge attendance issues and support with family concerns effectively in a timely manner.
Additional teacher	Additional teacher to support vulnerable cohort or groups.	Despite the end of key stage two statutory assessments not occurring, our additional teacher was able to effectively support the pupils with their full return to school as well as supporting the social and emotional needs that we
SENCO out of class release	PPF contributes to additional SENCO release time this year. This will support and quality-assure effectiveness of intervention projects.	Our Inclusion manager/SENDCo finds the 'out of class' model invaluable and is able to oversee SEN provision in school and intervene to support teachers and TAs well. We will continue this model into 21-22.
One-to-one support/additional teaching small group support	One-to-one support targets vulnerable pupils for who intervention projects are not sufficiently closing gaps.	Additional support contributed to 93% of Y2 children reaching ARE in phonics. By targeting and supporting early reading, we were able to target any gaps in pupils learning especially targeting PP children.
Acre Heads support package	Acre Heads support fund is to support those vulnerable to missing	The Acre Heads Offer is in its infancy and enables is starting to ensure all

	out on broader experiences due to FSM financial difficulties	pupils can participate in enriching activities. We will seek parental voice on the offer in 21-22 to see if we can further develop it in any way.
Pupil Premium Grant 2021-2022		
Area	Description:	Review of outcomes:
Family liaison officer	Family liaison officer to support families to interact with school supporting with social & emotional needs, attendance and wellbeing (including support for our service children)	Our Family liaison officer's role continues to be critical to the communication and support mechanisms within the school. By effectively targeting families, we are able to support and challenge attendance issues and support with family concerns effectively in a timely manner.
Additional teacher FS	Additional teacher to support vulnerable cohort or groups within the foundation stage.	From the direct question within smaller groups, the additional teacher made within the foundation stage was effective in targeting PP children and ensure engagement and development of the children. Through targeted planning and adaption of the provision, disadvantaged pupils could access appropriate resources to stretch and challenge. With the dilution of covid and staff absences, the additional staff member ensured that the provision remained consistently staffed to the appropriate levels and accessible for all during the year.
Additional teacher appointed to work within the KS1 and KS2 cohort as required One-to-one/group support/additional	During the autumn and spring term, additional support was placed within Year 1 to support the gap in attainment due to Covid. In the afternoons, additional targeted PP groups had additional catch up programs designed by the catch up leader. One-to-one/group support targets vulnerable pupils for who intervention projects are not sufficiently closing gaps.	100% of PP children achieved ARE in Y1 in Reading and Writing. Across the school, internal data indicates that gaps in learning have been closed due to the additional support with overall percentage of children reaching ARE 70 and 85% in all subjects. Additional support contributed to 100% of Y2 children reaching ARE in phonics. By targeting and supporting early reading, we were able to target any gaps in pupils learning especially targeting PP children.
SENCO out of class release	PPF contributes to additional SENCO release time this year. This will support and quality-assure	Our Inclusion manager/SENDCo continues to finds the 'out of class' model invaluable and is able to oversee SEN provision in school and intervene to support teachers and

	effectiveness of intervention projects.	TAs well. We will continue this model into 22-23.
Acre Heads support package	Acre Heads support fund is to support those vulnerable to missing out on broader experiences due to FSM financial difficulties	The Acre Heads Offer is now established and ensures all pupils can participate in enriching activities. We will seek parental voice on the offer in 22-23 to see if we can further develop it in any way.

KS2 disadvantaged pupils on track for last academic year

Measure	PP 20/21	PP 21/22	NonPP 20/21	NonPP 21/22
Reading	83%	63%	91%	74%
Reading Achieving high standard	33%	0%	47%	24%
Writing	50%	75%	81%	76%
Writing Achieving high standard	17%	13%	23%	22%
Maths	83%	50%	88%	74%
Maths Achieving high standard	33%	0%	33%	34%
Number of pupils		8		50

Expected and higher Standard - Similar decreases. Big increase in PP writing.

Higher Standard (GD) - Similar decreases.

Disadvantaged pupil performance overview for last academic year

Measure	Score 20/21	21/22
PP Meeting expected standard RWM at KS2	50%	50%
Non-PP Meeting expected standard RWM at KS2	74%	68%
PP Achieving high standard RWM at KS2	17%	0%
Non-PP Achieving high standard RWM at KS2	16%	14%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
RWI	Ruth Miskin
PowerMaths	Pearson
TalkforWriting	Pie Corbett
Google Classroom	Google
Reading Plus	Dreambox
Doodle Maths	Doodle
Doodle Spell	Doodle
Kapow Design & Technology	Kapow
French	iLanguages
Music	Charanga
Jigsaw PSHE	Jigsaw PSHE Ltd
Discovery RE	Discovery RE Ltd

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.