

The Acorns Primary and Nursery School



Pupil Premium Action Plan 2017-18

Summary information					
Academic Year	2017-18	Total PP budget	£182,160	Date of most recent PP Review	Jan 2017
Total number of pupils	287	Number of pupils eligible for PP	142	Date for next internal review of this strategy	Jan 2019
		Number of pupils eligible for FSM	62		

Current attainment		
Attainment	PP	Non PP / Other
% achieving ARE or above in reading KS1	39%	65%
% achieving ARE or above in writing KS1	22%	57%
% achieving ARE or above in maths KS1	56%	74%
% passed phonics screening	40%	73%
% achieving ARE or above in reading KS2	48%	83%
% achieving ARE or above in writing KS2	66%	83%
% achieving ARE or above in maths KS2	52%	75%
% achieving ARE or above in GPS KS2	66%	75%
% achieving ARE or above in reading, writing & maths KS2	41%	75%
	Ever 6 & FSM	School (all pupils)
KS1-KS2 progress in reading	-1.32	-0.7
KS1-KS2 progress in writing	-0.27	-0.12
KS1-KS2 progress in maths	-1.98	-1.84

EYFS Good Level of Development

Year	Non	PP	Difference
2017	76	78	+2

Phonics Check Results

Year	Non	PP	Difference
2017	72	40	-32
2016	80	82	+2

End of Key Stage Combined Results

Year	Y2			Y6		
	Non	PP	Difference	Non	PP	Difference
2017	52	21	-31	75	41	-34
2016	21	10	-11	33	7	-26

Barriers to future attainment

A	Some of our pupils have had events in their lives that mean that they are not always ready to focus upon their learning. Support at home is not always available or parents may not feel confident to help their child learn.	
B	A number of pupils display specific learning difficulties such as dyslexic traits so struggle to: record their learning, remember things and organise themselves.	
C	Many of our children struggle to communicate effectively due to speech and language needs. Many children do not have a language rich environment.	
D	Some of our children have not had a variety of rich experiences from which they can draw upon when learning or in the wider world.	
Desired outcomes		Success criteria
A.	<p>Children feel safe and confident in school so that they can access their learning; programmes such as ELSA support children with greatest need.</p> <p>Families are supported to parent and educate their children; regular high quality workshops are well attended.</p> <p>Children at Child In Need or Child Protection are safeguarded. School works with partner agencies to ensure that the best outcomes for the children are found. Families engage well with the process, or school endeavours to try all ways to keep open lines of communication.</p> <p>Children are able to share their wishes and feelings both formally (following a situation); through planned activities and at any time they need to. This means that children have someone and somewhere to go to if they are not feeling happy.</p> <p>Children in need of more complex psychological help receive it in a timely manner.</p> <p>Parents are provided with support to help them understand their child’s education and opportunities are given for parents to come into school in less formal situations.</p> <p>Disadvantaged children and families are motivated and engaged with school and fully understand why attendance is a high priority.</p>	<p>Attendance and punctuality of PP children in in line with ‘other’ and at or above national.</p> <p>Pupil questionnaires and conferences show that children enjoy school.</p> <p>Children at TAF, CIN and CP tell us they feel supported.</p> <p>Families at TAF, CIN and CP engage well.</p> <p>Children receive support from specialists in school including the ELSA programme and from CAMHS.</p> <p>Incidents of poor behaviour, challenging or violent behaviour from children with PP are rare.</p> <p>Every class invites parents into school on at least two occasion during the school year. Parents and children feedback positively about this.</p> <p>Parents attend at least one workshop to support learning in the home (such as phonics, maths, homework, book look)</p>

B.	<p>Attainment of PP in current Year 2 class to be within 20% of other children in reading, writing and maths. (This difference to close by approximately 5% every year after that so that it is closed by Y6 – the difference will be diminished.)</p> <p>Children with SEND make good progress given their level of need, both academically and socially.</p> <p>Tailored support in class is provided to assist with specific learning difficulties and levels of attainment below age expected standards; high quality interventions ensure that gaps are addressed rapidly.</p> <p>Transitions are smooth (upon entering school in Nursery and/or Reception; to each year thereafter; from Key Stage 1 to 2; into high school).</p> <p>English and maths are high priority on our curriculum; quality training ensures that all staff members are fully equipped to deliver teaching which is never less than good.</p> <p>Reading Recovery to ensure that children can engage with first quality teaching; RR children make accelerated progress.</p> <p>Teachers and teaching assistants know how to teach reading and deliver the highest quality teaching so that children have a range of strategies.</p> <p>The vast majority of children present their work at standard reflective of their age/stage.</p> <p>Children have a range of strategies to promote memory/recall which can be applied in a range of contexts.</p>	<p>Pupils eligible for PP in Year 2 make rapid progress by the end of the year so that all pupils eligible for PP (not including SEND) meet age related expectations. Measured by KSI teacher assessments in reading, writing and maths.</p> <p>Tailored, precision teaching evidenced in planning, books, environment and through pupil voice.</p> <p>Additional time is facilitated to enable transitions.</p> <p>English results of PP children is in line with 'others' at Y6.</p> <p>Reading Recovery tracking shows rapid progress for pupils on RR and writing intervention.</p> <p>AR and TT show higher progress for children with PP compared to 'others'.</p> <p>Opportunities for English and maths skills application are abundant across the curriculum as evidenced through books, learning environment and pupil voice.</p> <p>Provision shows multiple opportunities to develop fine motor skills & handwriting.</p>

Children can explain different ways to remember.

Key Stage Two Results	Average Scaled Score			Scaled Score 100+ Working at 'Expected Standard' (EXS) (GDS)			High Scaled Score Working at 'Greater Depth' (GDS)		
	School 2017	School 2018	Gap 2018	School 2017 % EXS+	School 2018 % EXS+	Gap 2018	School 2017 % GDS+	School 2018 % GDS+	National 2018 % GDS+
Reading Disadvantaged Pupils (21)	100	104	0	48%	71%	+8%	3%	14%	-7%
Reading Non-Disadvantaged Pupils (19)	104	104		83%	63%		17%	21%	
Writing (TA) Disadvantaged Pupils (21)				66%	71%	+8%	7%	10%	-6%
Writing (TA) Non-Disadvantaged Pupils (19)				83%	63%		25%	16%	
Maths Disadvantaged Pupils (21)	99	103	-1	52%	76%	+8	10%	11%	-3%
Maths Non-Disadvantaged Pupils (19)	102	104		75%	68%		8%	14%	
Grammar, Punctuation and Spelling (GPS) Disadvantaged Pupils (21)	104	107	-2	66%	86%	+18%	21%	38%	-15%
Grammar, Punctuation and Spelling (GPS) Non-Disadvantaged Pupils (19)	106	109		75%	68%		33%	53%	

KS2 Combined Results (reading, writing & maths)	School 2017 (all)	School 2017 (Disadvantaged pupils)	Gap	National	School 2018 (all)	School 2018 (Disadvantaged pupils)	Gap	National 2018 (Disadvantaged Pupils)
EXS+	51%	41%	-10%	64%	65%	67%	+2%	48%
EXS+ (*minus high tariff children)		-			72%	70%	-2%	-
GDS+	5%	3%	-2%		3%	5%	-2%	4%
GDS+ (*minus high tariff children)		-			3%	5%	+2%	-

	School Progress Score 2017	School Progress Score 2018
Reading	-0.7 (all) -0.59 (Disadvantaged) +0.56 (minus 3 high tariff SEND pupils)	+0.30 (all) +0.6 (Disadvantaged) +0.72 (minus 3 high tariff SEND pupils)
Writing	-0.1 (all) -0.33 (Disadvantaged) +0.35 (minus 3 high tariff SEND pupils)	-0.2 (all) -0.5 (Disadvantaged) +0.16 (minus 3 high tariff SEND pupils)
Maths	-1.8 (all) -1.71 (Disadvantaged) -0.87 (minus 3 high tariff SEND pupils)	+0.6 (all) +0.5 (Disadvantaged) +0.39 (minus 3 high tariff SEND pupils)

Phonics Screening Year 1				
	2017	Gap	2018	Gap
All Pupils	60%		67%	
Non-Pupil Premium	70%	-30%	79%	-26%
Pupil Premium	40%		53%	
Not Pupil Premium & Not SEND	83%	-27%	88%	-21%
Pupil Premium & Not SEND	56%		67%	

KSI Disadvantaged Data	Expected Standard				Greater Depth (GDS)			
	School 2016	School 2017	School 2018	National LA 2018	School 2016	School 2017	School 2018	National LA 2018
Reading Disadvantaged Pupils	32%	37%	46%	63% 58% (-17% -12%)	5%	0%	8%	14% 12%
Reading Non-Disadvantaged Pupils	59%	65%	74% (-28%)	77% 79%	9%	9%	3% (+5%)	29% 28%
Writing Disadvantaged Pupils	11%	21%	31%	56% 50% (25% 19%)	5%	0%	8%	8% 5%
Writing Non-Disadvantaged Pupils	27%	57%	52% (-21%)	72% 74%	5%	9%	3% (+5%)	18% 14%
Maths Disadvantaged Pupils	47%	53%	39%	63% 58% (-24% -19%)	5%	0%	8%	12% 9%
Maths Non-Disadvantaged Pupils	73%	74%	81% (42%)	79% 78%	0%	9%	16% (-8%)	24% 23%

<p>C.</p>	<p>Children learn in language rich environment to promote oracy and imagination</p> <p>Children in need of specific intervention for speech and language are identified early. Intervention is supported through classroom practice and vice versa.</p> <p>Standard English is modelled throughout the school day and children listen to adults read aloud.</p> <p>Children are exposed to a range of high quality literature through a variety of exciting and engaging ways; they are immersed in a world of literature.</p>	<p>PWP completely embedded across the school as evidenced through books and environments.</p> <p>Role play is utilised expertly to promote speaking, listening and imagination.</p> <p>Standardised tests as well as feedback from all stakeholders show rapid progress.</p> <p>Speaking and writing show improvements in standard English.</p> <p>Pupil conferencing / questionnaires show high levels of engagement. Classrooms celebrate reading and promote different</p>
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D.	<p>Every child in school has experienced a visit or visitor every term.</p> <p>Every child in Y2, Y4 and Y6 have been provided with an opportunity for overnight trips which provide rich and varied activities.</p> <p>A range of activities, clubs, and experiences are provided both within and after school hours.</p>	<p>High quality visits are planned for and high levels of engagement and enjoyment are reported by children.</p> <p>PP children engage as well as others in after-school clubs.</p> <p>PP children can access before and after school club.</p>
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Planned expenditure					
Academic year		2017-18			
Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continued rapid progress in writing so that children with PP achieve as well as ‘others’ by the end of Year 6.	PWP	PWP engages children speaking and listening first. Our children need this. Shared and Guided Writing are integral to this. All teaching, not only of English, will benefit from this. Daily word and grammar games will ensure that children have a secure grasp of the English language which will ensure that	English leader together with PWP team over the two years.	KC	At each PWP Team Day and also through MER and data.

		any gaps in punctuation are addressed quickly. (See PWP rationale for further detail)			
Total budgeted cost					£3000 (over two years)
Phonics accuracy to increase both in reading and writing	Training and PWP	Reading is improving across the school showing the impact of changes to the teaching. Transference into writing is improving. The Phonics Check was 61% (lower than 2016). Therefore, further work is needed to ensure that phonics teaching is outstanding in KS1	MER programme CPD Evaluations	JP	Tracking half termly of phonics
Total budgeted cost					£700
Formative and summative assessment provides teachers with information to close gaps in writing & maths	The Literacy Company & First 4 Maths moderation process; tailored marking and planning	Target Tracker is embedded across the school. Teachers are using the system for formative assessment; a judgement of band and step is made at the end of each term. Moderation through the cluster and within school from The Literacy Company & First 4 Maths will enhance practice. Cluster moderation will also provide an opportunity to develop further subject leader knowledge and this information will be shared through staff meetings.	Cluster and 1:1 moderation CPD evaluations MER Staff meetings	KC	
Total budgeted cost					£5000
Impact of Spending on English Impact Teaching is consistently good as recognised by Ofsted February 2018, SIP and LA. National consultants for PWP recognise practice as strong, especially in EYFS. As a result, children report high levels of enjoyment, knowledge of genres and authors, and books show strong progress. EYFS, KS1 and KS2 end of Key Stage data shows significant gains.					

EYFS

Reading has increased overall by 10% and Writing has maintained standards despite the 2018 cohort having nearly double the number of SEND children (19% to 36%). There are now no gender differences in Reading and Writing. Disadvantaged data shows that difference of -9% in Reading (an improvement of 6%) and -16% in Writing (broadly the same as 2017). However, internal monitoring shows that children's skills have improved greatly, ensuring that they are ready for Year 1 which cannot be measured through the EYFSP. Additionally, being imaginative now stands at 91%, a direct result of the project.

End of Key Stage One:

Reading data has increased by 14%; writing by 5%. Boys' Reading has increased by 7%; girls by 20%. Writing data has risen by 5% with boys' writing increasing by 12%. Maths has risen by 4% & Greater Depth up by 9%.

End of Key Stage Two:

Reading Data has risen by 14% with a 2.9 increase in the scaled scores which reflects both the 11% raise in High Scaled Score and more children secure in their reading. Writing sees a slight increase at Expected Standard and Greater Depth. Internal monitoring shows that children are more secure in their writing, with more children sitting securely within the Expected Standard. Pupil Premium difference has been reduced from -25% to +5% in Reading. In Writing differences between girls and boys has been diminished and children with Pupil Premium outperforming non (+14%).

Impact of Spending on Maths

EYFS

Maths has broadly maintained at 70% (71% 2017) despite increased number of children with SEND.

Key Stage 1

The gap between PP and non remains, although when SEND & PP pupils are removed from the data, disadvantaged data increases to 67% compared to non-disadvantaged non-SEND at 92%.

Key Stage 2

Disadvantaged children at the end of Key Stage 2 have outperformed their peers.

Children with dyslexic tendencies make rapid progress from their starting point and gaps in learning are closed	Specialist dyslexia screening Specialist dyslexia intervention	A number of our children present with dyslexic tendencies such as difficulties with memory, organisation and literacy skills. In 2016-17 some children were screened to assess their needs and provision was put in place to support them in the classroom. It was established that additional learning was required and so an experienced TA team now works 1:1 with children in addition to supporting in class for core subjects in Year 3 and 4. This year further screening will continue	MER programme by the SENDCo	NH	Impact will be addressed through Pupil Progress Meetings as well as internal tracking systems
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		as well as the interventions.			
Total budgeted cost					£20,000
Impact Internal monitoring shows that children made good progress from their starting points.					
Parents feel confident to engage with their child's learning and support school		We provide a number of events throughout the year to engage with parents. This year we will continue with our most successful workshops and events (Christmas books, phonics and maths training). We will also provide termly book looks for parents.	Questionnaires Attendance figures		
Total budgeted cost					£500
Impact Feedback is strong from events, especially the Christmas books event.					
Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved rates of progress for PP children in maths and writing in Y2 Y6 to receive high quality cross curricular opportunities for English to promote	Targeted additional teacher support	The experienced QT will enable children to receive enhanced provision where a gap between PP children and non PP is evident. The effect of this deployment will be a reduction in class size during certain lessons as well as additional expertise. The QT will teach 3 afternoons in Y6 and 1 afternoon in Y5 to offer the highest quality provision for foundation subjects, linking closely with English so	Regular monitoring of impact - updating of progress meeting records (half termly)	KC	Termly through data analysis and staff feedback. QT will move in Spring to area of greatest need.

levels of literacy, especially greater depth.		that children are provided additional opportunities to practice and apply their English skills			
Total budgeted cost					£46,288
Impact See KS1 and KS2 results					
Improved rates of progress in reading and writing for Reception children and low attaining Y2 pupils.	Reading Recovery	<p>In 2016-17 English teaching was enhanced significantly through in house training from the RR teacher and English lead.</p> <p>Nevertheless our children enter school below typical so need additional support to ensure rapid progress and to develop key social skills.</p> <p>A bespoke intervention has been devised to enhance practice for children in Reception who will receive RR style reading/writing daily.</p> <p>Additionally, the RR teacher will provide ongoing support for teachers and TAs across the school as well as specific training.</p> <p>The RR teacher is supported by a TA who is also deployed in Y1/2 class. This TA brings expertise in early reading and writing. A further TA with expertise in reading and SALT will also support.</p>	RR tracking TT	KC	Termly
Total budgeted cost					£38,500
Impact Despite overall improvements in children's phonics application, and in their reading, phonics screening in Y1 remains below national, and the gap remains between PP and non PP. Attainment in reading has increased across the school (see results). Children report high levels of enjoyment and know how to use a range of strategies (referenced in					

Ofsted 2018).					
Children with specific speech and language difficulties receive quality intervention	SALT in school	A significant number of children enter our school with language skills lower than expected. A number of children have specific needs in SAL which can only be addressed through intervention. Often waiting lists for NHS SALT mean that children are not always seen in a timely manner or are seen infrequently; in-school support from the NHS is limited. Additionally, some children may not meet the threshold for support so would never receive the help they require and ultimately this could have an impact on English attainment and progress. Therefore, our onsite SALT is necessary for both interventions and training staff who can implement strategies in their own teaching. This year all staff are well supported to screen children, know what to do to help and when to seek advice.	Pupil Passports, internal tracking systems, TT, pupil conferencing, Healthcare Plans.	NH	Termly
Total budgeted cost					£35,490
Impact At KS1 in English, there are now no non-SEND pupils below Key Stage Expectations. Internal tracking and monitoring shows significant gains for pupils on the programme.					
PP children with EAL can access learning and succeed across the curriculum	EAL Tutor	Children are welcomed to our school irrelevant of their backgrounds. Those with additional languages are quick to settle. However, all children with EAL face barriers to their learning both in learning a new language and through	Pupil conferencing MER Parental feedback	NH	Termly

		cultural differences. We develop children's language skills through 1:1 sessions. We find this learning is vital to make a difference to learning in the classroom.			
Total budgeted cost					£1,800
Impact					
Children with EAL including refugees made rapid progress in acquiring English					
Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children feel safe and confident in school	2 full time School Family Liaison Officers	<p>To ensure that safeguarding is exceptional two members of staff are essential. Evidence over a number of years has shown that both members of staff have had a significant impact on the safety and wellbeing of children, especially those most at risk.</p> <p>Additionally whilst all members of staff are committed to safeguarding, having two designated staff members with their own rooms provides a specific point of contact and place of safety for children.</p>	Half termly formal meetings with SFLOs and SMT	HM	Termly
Children are provided with an opportunity to share their thoughts and	ELSA	Children will be provided with timetabled, structured sessions to enable them to explore their emotions and reprogram their thoughts where	Baseline assessments followed by end of session assessments Reduction in outbursts, challenging behaviours; increased	NH	Termly

emotions		incorrect patterns have occurred.	engagement in lessons and school life.		
Total budgeted cost					£42,672
Impact Safeguarding is recognised as a strength from Ofsted and the SCIE team. As a result, children with PP have received timely intervention. Those children further on the continuum of need (such as at Child in Need and Child Protection) have received rapid intervention as well as statutory duties upheld (such as Working Together) <ul style="list-style-type: none"> ✓ Attendance is at 95.1% (increase of 1%; three year rising trend). Further work is required on punctuality. ✓ Behaviour is Good (Ofsted Feb '18) and has further improved since then. Challenging, violent behaviours are rare. No exclusions in 17/18 ✓ Workshops have been well attended Children have received ELSA but more children require this due to high levels of safeguarding					
Children enjoy a range of visits, visitors and clubs which ensures that children can draw upon a variety of experiences in work and in their lives	Subsidised and free visits, experiences and clubs	<p>In the past, experiences have been difficult to fund. Therefore, we now ensure that all can function through careful use of the Pupil Premium grant.</p> <p>Our before and after school club is heavily subsidised and supports a large number of PP children ensuring that their parents can work or that alternate travel arrangements can be met.</p>	Pupil voice, EVC to ensure wide range of opportunities and display this	EML	Annually
Total budgeted cost					£5000
Impact Children with PP attended a wide range of activities, including residential visits.					