

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 academic 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 academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Nine Acres Community Primary School
Number of pupils in school	392 (Sept 2022) 411 (July 2023) 408 (Sept 2023)
Proportion (%) of pupil premium eligible pupils	29% (119/411 July 2023)
Academic year/years that our current pupil premium strategy plan covers	Sept 2022 – July 2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023 July 2024
Statement authorised by	E. Dyer
Pupil premium lead	R. McDonald Excellence for All Leader
Governor / Trustee lead	Lead Governor: Disadvantaged and multi-vulnerable pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,120 (2022-2023) £157,140 (2023 -2024)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024</i>	£15,805 (2023-2024)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0



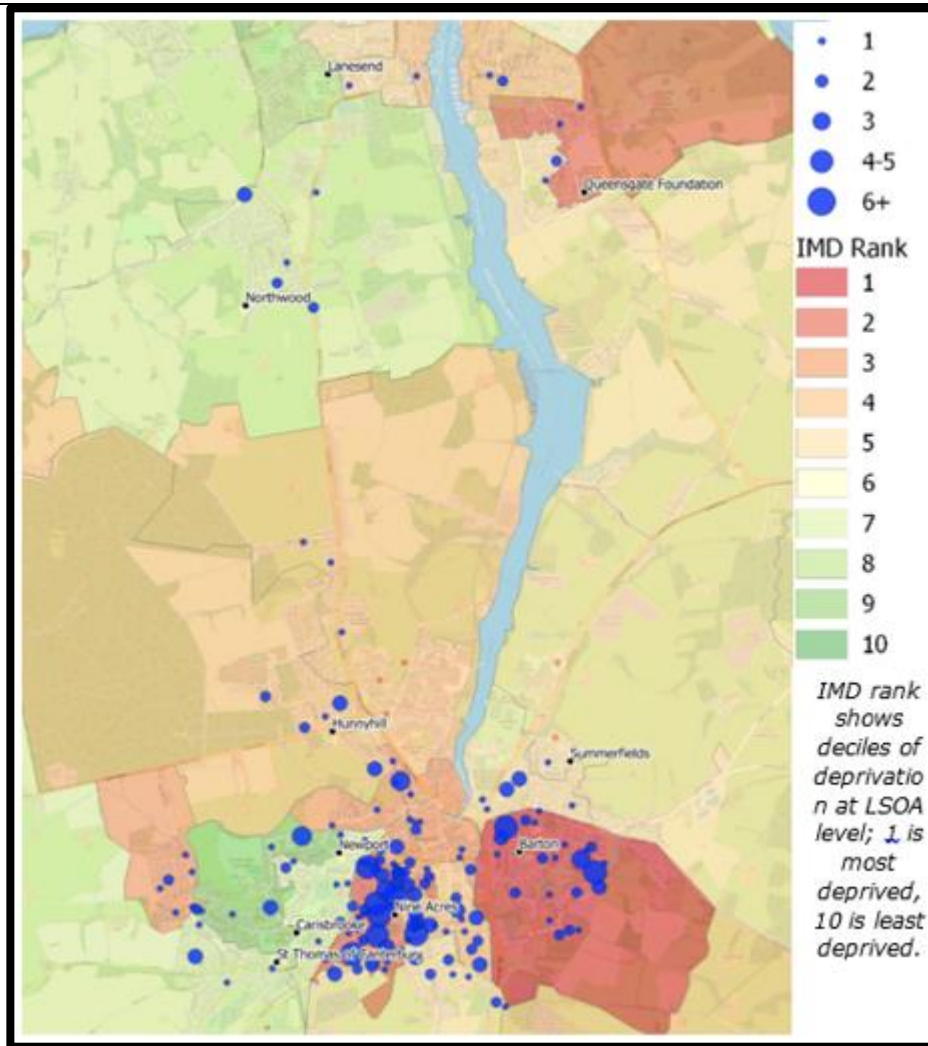
<p><b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£172,945</p>
---	-----------------

## Part A: Pupil premium strategy plan

### Statement of intent

Nine Acres Primary School is a two form entry school where rates of Free School Meal (FSM) eligibility are considerably higher than national, and more than a third of children receive Pupil Premium funding and are officially identified as 'Disadvantaged'; it has one of the highest number of pupils eligible for of Pupil Premium funding on the Isle of Wight. The school is located in an urban area in Newport on the Isle of Wight, with a majority of its pupils live within easy walking distance of school, but more than 10% of pupils live at least 3km away, and all four corners of the island are represented in the pupils. When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for children in receipt of free school meals can be weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". The area in which our school is located is among the 20% most deprived areas in England and 'The Index of Multiple Deprivation' (IMD) provides a much wider measure of deprivation, which is constructed from data relating to seven different 'domains': income deprivation, employment deprivation, health and disability deprivation, education and training deprivation, barriers to services, the living environment and crime.

- 44% of pupils live in areas that are amongst the 20% most deprived for 'Living Environment'. This measure also has the highest 'average rank' (23rd percentile).
- 36% of pupils live in areas that are amongst the 20% most deprived for 'Crime'.
- 26% of pupils live in areas that are amongst the 20% most deprived for 'Health'.
- 21% of pupils live in areas that are amongst the 20% most deprived for 'Education'.
- Many of our pupils live in households within the bottom 10% measure of employment deprivation in England
- Our pupils live in households where household income is amongst the lowest 20% in England – increase in our pupil premium is also evident as a result of job loss and economic crisis pandemic
- Many of our pupils are from families where the lack of attainment and skills of adults is within 10% worst in England
- Only 9% of Nine Acres pupils come from Black and Minority Ethnic backgrounds and very few have English as an additional language. This reflects the low BME populations on the island as a whole. However, 'inwardly mobile' children (those who join school after reception) are much more likely to be from BME backgrounds and to have English as an additional language.
- Inward mobility rates are higher than average, and as well as being more likely to be from BME backgrounds, the children who join Nine Acres after Reception are more likely to be Disadvantaged, to have SEN and to live further away from school.



Data sources: School SIMS system, March 2021. IMD deciles: Ministries of Housing, Communities & Local Government. LSOA boundaries: QNS, contains public sector information licensed under the Open Government Licence v3.0 Background map images © OpenStreetMap contributors.

Due to these factors our pupils face the following challenges:

- Legacy of underachievement within the community leading to low aspirations
- Speech and Language development and delay on entry
- Poor physical/emotional wellbeing due to increase cases of domestic violence, increased obesity rates, low economic standard of living
- Poor parental mental health evidenced by increased referrals to support services
- Low aspirations due to economic life of living on an island; lack of awareness of long term and sustained employment as a result of tourist economy and seasonal work
- Poverty due to high levels of unemployment, reliance on benefits, some families living in temporary housing in order to flee domestic crisis which means that children's needs are not a priority leading to school funding basic essentials including: breakfast, personal hygiene products e.g. toothbrushes and uniform.
- Due to school location – centre of a busy town where pupil have limited access to outside space where cost of journey to other areas using public transport is above



average – pupils have limited opportunities to access life enriching experiences and build cultural capital.

Our pupil premium strategy is rooted in a quality first teaching whole school culture which the progress and attainment to ensure that all children are high attaining and ambassadors of our curriculum intent:

**Our children will positively influence their world around them and their future success through becoming articulate, passionate and persuasive individuals. The importance of Reading, Writing, Number and Spoken Language (Oracy) skills runs through the core of the Nine Acres Curriculum.**

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. We passionately believe that any one of us is capable of anything we set our mind to!

### **Key Principles**

- Our school motto 'Striving for excellence' reflects our high expectations of the whole school community.
- Our expectations are high for all pupils. We do not equate deprivation and challenge with low ability.
- We know and are aware that not all socially disadvantaged pupils qualify, or are registered for, FSM. We, therefore, focus on the needs and levels of progress of all pupils.
- Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.
- In providing support, we will not socially isolate pupils. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.
- We are engaged in and committed to partnerships, working with a wide range of organisations which strongly enhances our provision and supports our local community.

### **Recent Initiatives / Improvements:**

- The School is determined to create a positive culture in which everyone can reach their full potential; staff model and promote key behaviours of being: passionate, dedicated, resourceful, ambitious and resilient.
- Cohesive leadership team at all levels including a designated Teaching and Learning Coach established across phases to continue to improve quality of teaching, ensure greater consistency in practice and increase the percentage of outstanding teaching across the school
- Families and pupils in early need of support identified and early intervention in place in years 1/2 and EYFS through: ELSA trained staff member within EYFS and KS1



team, home visits conducted prior to EYFS September start, strong developed links with pre-school to ensure effective transition into school

- Broader use of research to inform decision making and policy – EEF/ The Updated guide to Pupil Premium (Marc Rowland)/ The Inclusive Classroom/ (Daniel Sobel & Sara Laston) /Equitable Education (Sameena Choudry)/ Obstetrics Schools (Rachel MacFarlane) /Reaching the Unseen Children (Jean Gross)/ Learning Without Labels (Marc Rowland)
- Improve writing outcomes, with a focus on boys who are disengaged with writing due to lack of experiences and opportunities to display creativity at home, through purchasing and using engaging texts with high level vocabulary exposure
- Embedding the teaching of spelling through daily targeted teaching to increase writing outcomes as a result of legacy of speech and language barriers and exposure to language poor environments at home
- Development of Pupil Mentoring- one to one feedback sessions between teacher and pupil to facilitate rapid progress, increase pupil autonomy, develop pupils' passion for and ability to articulate their learning
- Focus on the teaching of reading across the school and developing a culture of reading for pleasure as a result of lack of rich and engaging reading resources pupils have access to at home
- Poor communication and language skills means daily teaching of vocabulary to widen use of vocabulary and knowledge in order to improve pupils' ability to communicate and articulate
- Weekly debate in order to broaden children's cultural awareness and improve their ability to persuade and give reasons for their articulation as a result of their lack of exposure to a mix of cultures and lack of opportunities to explore national and international current affairs due to living on an island with limited exposure
- Develop the use of 'Explosion club' and targeted activity sessions at recreational times to reduce social isolation and develop social skills due to social isolation leading to poor social skill
- Implementation of rigorous process to successfully transition and monitor pupils who join the school within the academic year due to increase of internal mobility within the academic year of 2020-21 particularly within the remote learning periods.

As a school we are developing our provision to ensure that pupils make secure progress, but historically levels of attainment have been lower for FSM (eligible for free school meals) – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related or above expectations and as they move through the school. We have analysed our data thoroughly and have made use of a range of research, such as, good practice in using pupil premium funding, the EEF documents publication and other research based literature from current specialist to inform our decision making.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Legacy of underachievement within the community</u></b></p> <p>Analysis of the IMD data, internal teacher assessment and observations and discussions with the school community show that there is a legacy of underachievement within the community leading to low aspirations amongst the disadvantaged pupils in comparison to those who are non-disadvantaged. This negatively effects pupils learning behaviours, approach to learning and education and also their self-esteem.</p>
2	<p><b><u>Low attainment on entry to the Early Years Foundation Stage: especially within language and communication skills.</u></b></p> <p>Analysis of Early Years entry data over time shows that the disadvantaged pupils and those from vulnerable families enter EYFS with lower starting points in speech and language skills compared to their peers and nationally.</p>
3	<p><b><u>Poor physical and emotional wellbeing</u></b></p> <p>Analysis of the IMD data, internal teacher assessment and observations and discussions with the school community indicate that our disadvantaged pupils suffer with poor physical/emotional wellbeing due to increase cases of domestic violence, increased obesity rates, low economic standard of living.</p>
4	<p><b><u>Poor parental health leading to increase in Young Carers</u></b></p> <p>Evidence shows increased referrals to support services for poor parental mental health. As a result there has been an increase in number of pupils at Nine Acres classed as Young Carers.</p>
5	<p><b><u>Living in a community of low aspiration</u></b></p> <p>Analysis of the IMD data, internal teacher assessment as well as observations and discussions with the school community show that there are low aspirations due to economic life of living on an island; lack of awareness of long term and sustained employment as a result of tourist economy and seasonal work.</p>





6	<p><b><u>Poverty</u></b></p> <p>Evidence from the IMD Data shows that disadvantaged pupils are within the highest levels of poverty in the country. This is due to high levels of unemployment, reliance on benefits, some families living in temporary housing in order to flee domestic crisis and therefore as a result this means that children’s needs are not a priority leading to school funding basic essentials including: breakfast, personal hygiene products e.g. toothbrushes and uniform.</p>
7	<p><b><u>Geographical restrictions</u></b></p> <p>Due to school location – centre of a busy town where pupils have limited access to outside space and where the cost of journey to other areas using public transport is above average – pupils have limited opportunities to access life enriching experiences and build cultural capital.</p>
8	<p><b><u>Attendance and punctuality</u></b></p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations show that some disadvantaged pupils persistent absence is negatively impacting their progress.</p>
9 – (2023)	<p><b><u>Increase Inward Mobility</u></b></p> <p>Over the last academic year, we have had an increase of pupils joining Nine Acres within the academic year from local and international locations. Analysis of assessments of these pupils on arrival at Nine Acres show that most pupils who have joined on roll have starting points that are lower than expected for their year group.</p>

## 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
Progress in Reading	Achieve above national average progress scores in KS2 Reading
Progress in Writing	Achieve above national average progress scores in KS2 Writing
Progress in Mathematics	Progress in Mathematics Achieve above national average
Phonics	Achieve above national average expected standard in PSC





To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Ensure attendance of disadvantaged pupils is above 97%
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"><li>• qualitative data from student voice, student and parent surveys and teacher observations</li><li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li></ul>

## 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: £ 66,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assessment materials  (Rising Stars)</p>	<p>The EEF guidance <i>states' gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.'</i> At Nine Acres we have a triangular approach to assessment and feedback - We use data analysis from key assessment points in order to plan and implement intervention and future learning and as a result, facilitate optimum individual pupil progress particularly for disadvantaged pupils.</p> <p>Assessment materials provide teachers with diagnostic tools to complete rigorous data analysis in order to identify strengths and weaknesses and personalise learning plans accordingly.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Assessment and feedback   EEF (educationendowmentfoundation.org.uk)</a></p> <ul style="list-style-type: none"> <li>- Equitable Education (Sameena Choudry)</li> <li>- Obstetrics Schools (Rachel MacFarlane)</li> </ul>	1,2,3,5,9
<p>Focus of ensuring successful inward transition is part of CT practise. Monitored by ELT and curriculum leaders.</p>	<p>Due to a continuing increase of pupils joining Nine Acres within the academic year, we have implemented a provision in order to build initial links and relationships as well as analysis of pupil academic need to aid transition. This sits in line with the supportive evidence based around effective mentoring and developing positive relationships to promote and ensure pupil progress.</p> <p>At Nine Acres this includes Individual profiles developed for pupils via a</p>	1,2,3,4,5,6,7,8



	<p>rigorous assessment process to support transition into school.</p> <p>This will to be led and monitored by the inward mobility leader alongside new class teachers in order for academic/ social and emotional needs to be identified and addressed to ensure continued/ accelerated progress.</p> <ul style="list-style-type: none"> <li>- Reaching The Unseen Children (Jean Ross)</li> <li>- The Updated guide to Pupil Premium (Marc Rowland)</li> <li>- The Inclusive Classroom/ (Daniel Sobel &amp; Sara Laston)</li> </ul> <p><a href="https://www.educationendowmentfoundation.org.uk/mentoring">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/assessment-and-feedback">Assessment and feedback   EEF (educationendowmentfoundation.org.uk)</a></p> <ul style="list-style-type: none"> <li>- The Updated guide to Pupil Premium (Marc Rowland)</li> <li>- The Inclusive Classroom/ (Daniel Sobel &amp; Sara Laston)</li> </ul>	
<p>'Excellence for All' leader release time for monitoring curriculum standards, coaching, modelling and support for all staff and pupils.</p>	<p>As stated in the government guidance it is essential to conduct ongoing monitoring in order to review and adapt the pupil premium strategy to ensure that it meets the needs of the children and therefore continues to focus on and facilitate pupil progress:</p> <ul style="list-style-type: none"> <li>• measure success based on outcomes for disadvantaged and vulnerable pupils</li> <li>• implement a robust and transparent evaluation framework and report outcomes against this</li> <li>• ensure evaluation is an ongoing process - strategies that have been effective in one year may not continue to be effective</li> </ul> <p><a href="https://www.gov.uk/guidance/using-pupil-premium-guidance-for-school-leaders">Using pupil premium: guidance for school leaders - GOV.UK (www.gov.uk)</a></p> <ul style="list-style-type: none"> <li>- The Updated guide to Pupil Premium (Marc Rowland)</li> </ul>	<p>1,2,3,4,5,6,7,8,9</p>
<p>Class Action plans devised, monitored, implemented and</p>	<p>In order to ensure an individual focus for those disadvantaged and multi-vulnerable pupils, teacher use a rigorous</p>	<p>1,2,3,4,5,6,7,8,9</p>



<p>evaluated half termly.</p>	<p>approach of data analysis and SMART targets setting to inform actions and plan and deliver targeted intervention. As a result, pupil's individual gaps are addressed and progress is made.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Assessment and feedback   EEF (educationendowmentfoundation.org.uk)</a></p> <ul style="list-style-type: none"> <li>- The Updated guide to Pupil Premium (Marc Rowland)</li> <li>- The Inclusive Classroom/ (Daniel Sobel &amp; Sara Laston)</li> </ul>	
<p>Professional development for teachers focussed on QFT</p>	<p>As stated in a wide range of research and pedagogical literature, QFT is the most effective way in order to ensure rapid pupil progress and for disadvantaged pupils – it is the most effective way of closing the gap. Our approach at Nine Acres is to use research and profession study in order to inform and deliver high quality CPD to all staff.</p>	<p>1,2,6,7,8</p>
<p>Professional development for middle leaders focused on:</p> <p>Leadership within a subject so that all pupils achieve</p>	<p>The current focus of CPD for the following staff are follows:</p> <p><u>Teachers</u></p> <ol style="list-style-type: none"> <li>1) Questioning to link learning to books, family and the wider world.</li> <li>2) Focus on spelling; identifying gaps and developing phonics in a whole school wide approach</li> <li>3) Feedback at point of learning</li> <li>4) Use of data analysis to inform daily and weekly planning</li> </ol>	<p>1,2,3,4,5,6,7,8</p>
<p>Professional development for support staff:</p> <p>Subject knowledge development of specific subject area</p>	<ol style="list-style-type: none"> <li>1) Questioning to link learning to books, family and the wider world.</li> <li>2) Focus on spelling; identifying gaps and developing phonics in a whole school wide approach</li> <li>3) Feedback at point of learning</li> <li>4) Use of data analysis to inform daily and weekly planning</li> </ol> <p><u>Middle Leaders</u></p> <ol style="list-style-type: none"> <li>1) Progression of knowledge and skills within subjects</li> <li>2) Use of modelling for good outcomes for both staff and pupils</li> </ol> <p><u>Support Staff</u></p> <ol style="list-style-type: none"> <li>1) Data analysis to plug gaps and plan targeted interventions</li> <li>2) Feedback at the point of learning</li> <li>3) Questioning to link learning across subjects</li> </ol>	<p>1,2,5</p>



	<p>Aims as a result of this CPD are to accelerate the progress of pupils who demonstrate challenges in overcoming barriers to learning through the use of techniques including pre teaching, over-teaching i.e. repetition of less secure concepts and precision teaching.</p> <p>Support children to become increasingly secure in basic skills, and have the confidence to apply them, to accelerate progress and close the gap in Age Related Expectations.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> <ul style="list-style-type: none"> <li>- The Updated guide to Pupil Premium (Marc Rowland)</li> <li>- The Inclusive Classroom/ (Daniel Sobel &amp; Sara Laston)</li> </ul>	
<p>Teaching and Learning Leader- Release time (1 days a week)</p>	<p>As stated in the government guidance it is essential to conduct ongoing monitoring in order to review the approach to ensure that it meets the needs of the children and therefore continues to focus on and facilitate pupil progress:</p> <ul style="list-style-type: none"> <li>• measure success based on outcomes for disadvantaged and vulnerable pupils</li> <li>• implement a robust and transparent evaluation framework and report outcomes against this</li> <li>• ensure evaluation is an ongoing process - strategies that have been effective in one year may not continue to be effective</li> </ul> <p><a href="https://www.gov.uk/guidance/using-pupil-premium-guidance-for-school-leaders">Using pupil premium: guidance for school leaders - GOV.UK (www.gov.uk)</a></p>	<p>1,2,3,4,5,6,7,8</p>



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

Budgeted cost: £56,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Three team teaching model (years 1,3 &amp; 6)</p>	<p>Evidence from a variety of pedagogical literature and research shows that targeted academic approach through use of: explicit instruction, flexible groupings and scaffolding supports and facilitates progress for pupils across the curriculum.</p> <p>The EEF Schools planning guide 2022-2023 states '<i>These evidence-informed strategies support all learners, including those with SEND, particularly when underpinned by strong teacher-pupil relationships. They can help best mediate the curriculum, and maximise time on learning, so that all pupils can receive a broad and balanced curriculum.</i>'</p> <p><a href="https://www.eef.org.uk/media/1024/School_Planning_Guide_2022-23.pdf">School Planning Guide 2022-23.pdf</a> (<a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a>)</p> <p>At Nine Acres, by introducing new 3 teacher model to year teams, allows the following researched strategies to be implemented</p> <ol style="list-style-type: none"> <li>1. Explicit instruction: can ensure that all pupils have a secure understanding of previously learned content upon which to then build new knowledge.</li> <li>2. Flexible groups: temporarily bring together pupils with a specific knowledge or skill gap—such as the ability to structure extended writing—to receive additional support.</li> <li>3. Scaffolding homework: tasks—by providing, for example, apt worked examples or recording supporting guidance to be accessed via technology—can support pupils who may be struggling to learn independently at home</li> </ol>	<p>1,2,5,8,9</p>



<p>EYFS/KS1 Booster Phonic/ reading sessions to embed skills</p>	<p>Evidence from a variety of pedagogical literature and research shows tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p>	<p>1,2,5,8</p>
<p>Booster Programme for Y2 and Y6 led by highly skilled staff</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>At Nine Acres we use a targeted intervention/small group booster approach to:</p> <ol style="list-style-type: none"> <li>1) Ensure coverage of curriculum gaps missed due to Covid lockdown.</li> <li>2) Provide more teaching time for reading, writing and maths skills and opportunities to apply them.</li> <li>3) To accelerate progress and close gap on age related expectations in Year 2 and Year Six.</li> <li>4) Increase the % of pupils working at or above age related expectations in Reading and Writing and Maths at the end of KS1/KS2.</li> <li>5) Children who enter EY with significant delays in communication &amp; language acquire phonics skills through learning letter sounds, to blending, to reading at increased pace and success, leading to an increased proportion meeting and</li> </ol>	<p>1,2,5,8</p>





	exceeding the Phonics standard at end of Y1.	
Intervention Programmes- Support Staff	<p>Evidence from a variety of pedagogical literature and research shows tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups</p> <p>At Nine Acres as a result of targeted intervention we aim to accelerate the progress of pupils who demonstrate challenges in overcoming barriers to learning through the use of techniques including pre teaching, over-teaching i.e. repetition of less secure concepts and precision teaching.</p> <p>We support children to become increasingly secure in basic skills, and have the confidence to apply them, to accelerate progress and close the gap in Age Related Expectations.</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,5,8
Language links progression for EYFS to Year 3	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Jean Gross research states that we should weight our efforts to close some of the disadvantaged gap towards children under seven as these initial interventions at this early age are key to success for KS2 and beyond.</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Reaching the Unseen Child (Jean Gross)</p>	2,5
Pupil Mentoring release time	<p>A wide range of pedagogical research and literature shows evidence of impact on learning due to 1-1 time and feedback given to pupils. At Nine Acres our mentoring approach allows release</p>	1,5,7,8



	<p>time for Class Teacher in (KS2) to conduct 1-1 mentoring sessions with individual pupils in order to give targeted provision, raise individual aspirations and autonomy within learning.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/assessment-and-feedback-eeef">Assessment and feedback   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition-eeef">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/mentoring-eeef">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>First Access Music to ensure every child has access to learning an instrument. In addition supporting pupils' memory recall and emotional wellbeing</p>	<p>A central purpose of good music education is for pupils to make more music, think more musically and consequently become more musical'</p> <p><i>Ofsted research review: Music 2021</i></p> <p>At Nine Acres, pupils develop skills of perseverance and teamwork through playing instruments and experiencing enrichment through live music.</p>	5,6,7
<p>Reading bookshop/vending machine- accessible reading materials to all pupils to create a love of reading and thirst for knowledge</p>	<p>'In short, reading can achieve something teachers and policymakers have been attempting for decades: to lessen or even eliminate the impact of early life disadvantage.' <i>DFE: The reading framework Teaching the foundations of literacy.</i></p> <p>At Nine Acres there is a whole school initiative to promote reading across the school and at home – to make personal reading material available at a minimal cost to pupils.</p>	5,6,7
<p>Forest Schools to support pupils' engagement with outside, opportunity to develop further interests as well as support pupils</p>	<p>Support wider development of high percentage of pupils in the school living in homes with minimal access to outdoor space providing outdoor exposure as well as raising skills of perseverance, independence and responsibility to improve access to learning.</p>	3,5,6,7



emotional and mental health needs.		
------------------------------------	--	--

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

Budgeted cost: £49,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance focus including weekly monitoring, SAM meetings, home visits and liaison with other agencies. Positive messages about school and achievement are shared within the community focuses on a broad and balance curriculum.	As indicated in the government guidance – clear, consistent and a rigorous approach in order maintain and improve pupil attendance is fundamental. Building clear, positive relationships with parents and families which then supports intervention where needed.  <a href="http://www.gov.uk">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a>	1,2,5,8
1 <sup>st</sup> July all pupils move up into their new year groups in order to ensure effective transition to facilitate continued progression into the following academic year.	The EEF identified that in regards to transition, ‘ <i>Several studies have shown a dip in attainment, especially in literacy and numeracy, coinciding with this time of change</i> ’ and that ‘ <i>transitions between classes, year groups and settings are likely to be of significant importance in the lead up to the new academic year</i> ’. In addition to this, evidence from the last 3 academic years has shown that implementation of extended transition during the summer term in which the school moved every child up into their next academic year group with their new year group staffing team has ensured pupil transition is positive and effective. As a result, it provides the children with increased challenge knowledge and relationships, ready for a full time return in September.  <a href="http://educationendowmentfoundation.org.uk">3. Wider strategies   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,8



<p>Children and Family support worker – focus on prevention and awareness as a targeted approach</p>	<p>As part of the Nine Acres team we have a FLO whose role it is to engage with families who are encountering emotional, financial and domestic challenges to develop confidence in parenting and improve outcomes for their children, including support in attendance for children and self-help skills to impact parenting skills.</p>	<p>3,4,5,6,8</p>
<p>ELSA for individual children living through direct crisis</p>	<p>Within the EEF guidance it states that some research shows that <i>‘Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.’</i> However, the focus is also on the importance of providing pupils with strategies during this provision in order support them in future life – <i>‘Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.’</i> At Nine Acres ELSA support is provided for vulnerable pupils with social and emotional difficulties to prepare them for learning and help them cope in school or with their home situation. <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3,4,5,6,8</p>
<p>Dedicated mental leader based in school working closely with identified pupils weekly.</p>	<p>The EEF wider strategies guidance states: <i>‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.’</i> Research conducted by the EEF stresses that teaching SEL <i>‘is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average,</i></p>	<p>3,4,5,6,8</p>



	<p><i>have weaker SEL skills at all ages than their better-off classmates.'</i></p> <p>At Nine Acres we provide support for vulnerable pupils with social and emotional difficulties to prepare them for learning and help them develop strategies in order to identify their state of mental health and wellbeing and develop strategies in order to support themselves.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/3-wider-strategies-eef">3. Wider strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-social-and-emotional-learning-in-primary-schools-eef">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Equality and Diversity Programme delivered through core and wider curriculum</p>	<p>As a result of our geographical location, there is a restriction of exposure to different cultures within Nine Acres and the wider community.</p> <p>At Nine Acres to meet the needs of the pupils as well as meet the school's obligations under section 78 of the Education Act (2002) - <i>which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society-</i> teaching led by the equality and diversity leader allows the pupils to develop in the key following areas set out by the DFE guidance on promoting British Values.</p> <ul style="list-style-type: none"> <li>• an understanding that the freedom to hold other faiths and beliefs is protected in law</li> <li>• an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</li> <li>• an understanding of the importance of identifying and combatting discrimination</li> </ul> <p><a href="https://www.gov.uk/guidance/promoting-british-values-in-schools">Guidance on promoting British values in schools published - GOV.UK (www.gov.uk)</a></p>	<p>1,3,4,5,7</p>



<p>Explosion club to support pupils social and emotional wellbeing at break and lunchtimes.</p>	<p>The EEF guidance on effective behaviour and learning strategies states that <i>'Universal behaviour systems are unlikely to meet the needs of all your students. For pupils with more challenging behaviour, the approach should be tailored to individual needs.'</i></p> <p>At Nine Acres, identified pupils develop skills of perseverance and teamwork through playing a variety of physical activities during recreation times.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,5,8</p>
<p>Nine Acres Economy has been introduced to provide pupils with a taster to work life and careers –</p> <p>Primary careers leader.</p>	<p>The EEF guidance states that <i>'Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.'</i> And schools could consider the following approaches</p> <ul style="list-style-type: none"> <li>- <i>Guidance on the knowledge, skills, and characteristics required to achieve future goals.</i></li> <li>- <i>Activities to support pupils to develop self-esteem, motivation for learning or self-efficacy.</i></li> <li>- <i>Opportunities for pupils to encounter new experiences and settings.</i></li> </ul> <p>The Nine Acres Economy is used as a strategy in order to develop pupils understanding of economic aspects of society and develop life skills; as a result this supports or develops career aspirations.</p>	<p>3,5,6,7,8</p>
<p>General Financial Support</p>	<p>Subsidy for educational visits the provide curriculum enrichments and develop pupil's cultural capital.</p>	<p>3,5,6,7,8</p>
<p>Funding for essential daily items in order to thrive</p>	<p>Breakfast, personal hygiene products e.g. toothbrushes and uniform provided for identified pupils in order to ensure they are ready to learn when coming into school.</p>	<p>6</p>

**Total budgeted cost: £ 157,140**



## 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 2022 to 2025 academic year

#### **REVIEW JULY 2023:**

Use of data analysis at the beginning of the academic year to identify individual, cohort and subject target areas ensured pupils premium funding was allocated in order to implement targeted actions which are stated in this Pupil Premium Strategy. These strategies addressed specific pupil needs alongside the typical identified needs for pupils at Nine Acres (identified through the IMD report).

**As a result of the implementation of the strategies set out in the Pupil Premium statement, the end of KS2 pupil outcomes in July 2023 were as follows (provisional):**

Area	Percentage achieving ARE+	National Percentage achieving ARE (2023)	Percentage achieving Greater Depth	National Percentage achieving GD (2023)	Percentage of disadvantaged pupils achieving ARE+	National percentage of disadvantaged pupils achieving ARE+	Percentage of disadvantaged pupils with no SEN need achieving ARE+
Reading	74%	75%	28%	28%	60%	60%	69%
Writing	82%	70%	26%	13%	90%	58%	100%
SPaG	79%	78%	39%	28%	85%	TBC	100%
Maths	86%	71%	30%	23%	85%	58%	94%
COMBINED	64%	59%	14%	7%	55%	43%	63%

Phonics (June 2023)	PP % Nine Acres WA	PP % National WA
Y1 Phonics	78%	67%



## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
White Rose Premium Resources	White Rose
Grammarsaurus.co.uk	Grammarsaurus Ltd