



Pupil premium strategy statement

School overview

Metric	Data
School name	Nine Acres Community Primary School
Pupils in school	354 (July 2021)
Proportion of disadvantaged pupils	118 (LA census 2020 - 2021) 127 (July 2021)
LAC pupils	5 (LA census 2020 - 2021) 11 (July 2021)
Pupil premium allocation this academic year	£163,710
Academic year or years covered by statement	2021 - 2022
Publish date	July 2021
Review date	July 2022
Statement authorised by	E. Dyer (Headteacher)
Pupil premium lead	R. McDonald (Excellence For All Leader)
Governor lead	C. Douglas (Lead Governor)

School Vision

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 at 36%. 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.

**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 facts**

- Our school motto '**Striving for excellence**' reflects our high expectations of the whole school community.
- 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)*
- 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.



Disadvantaged pupil progress scores for last academic year End of KS2 (Teacher assessment + moderated 2021)

Area	Percentage achieving ARE+	National Percentage achieving ARE (2019)	Percentage achieving Greater Depth	PP	Non PP	PP/non PP difference	SEN
Reading	76%	73%	32%	74%	65%	+ 9%	40%
SPaG	76%	78%	26%	75%	77%	-2%	30%
Maths	89%	79%	20%	76%	92%	-16%	60%
Writing	73%	78%	15%	60%	65%	-5%	20%

Disadvantaged pupil outcome targets for academic year 2021-2022 KS2

Measure	Whole cohort ARE	PP	SEND	PP/SEND
Reading	83%	83%	46%	67%
Writing	73%	65%	23%	17%
Maths	80%	74%	38%	33%
SPAG	82%	74%	46%	50%
Combined	73%	65%	23%	17%

Disadvantaged pupil progress scores for last academic year End of KS1 (Teacher assessment + moderated 2021)

Area	Percentage achieving ARE	National Percentage achieving ARE (2019)
Reading	73%	75%
Maths	78%	76%
Writing	73%	69%
Phonics	85%	

Disadvantaged pupil outcome targets for academic year 2021-2022 KS1

Measure	Whole cohort ARE
Reading	75%
Writing	72%
Maths	78%
Phonics	91%

**Strategy aims for disadvantaged pupils**

Barriers	So what are we doing?	Rational	Expenditure	Monitoring	Quality Assurance
<ul style="list-style-type: none"> <li>- Legacy of underachievement within the community leading to low aspirations</li> <li>- Poor parental mental health evidenced by increased referrals to support services</li> <li>- Lack of valuing education due to parental experiences of education</li> <li>- Persistent absence</li> <li>- Persistent lateness</li> <li>- Absence due to Covid symptoms and awaiting test result</li> </ul>	<p>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.</p>	<p>To improve whole school attendance to 97% and reduce persistent lateness.</p>	<p>£7000</p>	<p>Sian Broom Deputy Head</p> <p>Kate Hussey FLO</p> <p>Rosie McDonald Excellence For All</p>	<p>SLT</p> <p>Mike Green SG governor/</p> <p>Chris Douglas Pupil Premium governor/ SLT/ELT</p>



<ul style="list-style-type: none"> <li>- The living environment of our pupils is described as within the 10% most deprived in England</li> <li>- Many of our pupils live in households within the bottom 10% measure of employment deprivation in England</li> <li>- 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</li> <li>- Many of our pupils are from families where the lack of attainment and skills of adults is within 10% worst in England</li> <li>- Speech and Language development and delay on entry</li> <li>- Poor physical/emotional wellbeing due to increase cases of domestic violence, increased obesity rates, low economic standard of living</li> <li>- 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</li> <li>- 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.</li> <li>- 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.</li> </ul>	<p>‘Excellence for All’ leader release time for monitoring curriculum standards, coaching, modelling and support for all staff and pupils.</p>	<p>To improve the outcomes for disadvantaged pupils across the school to be in line or above national average figures for non-disadvantaged pupils through a focus on the quality of Teaching and Learning.</p>	<p><b>£500</b></p>	<p>Rosie McDonald Excellence for All Leader</p> <p>Gemma Barbour Teaching and Learning Leader</p> <p>Ella Hayward PSHE Leader</p>	<p>E.Dyer Head teacher</p> <p>Chris Douglas Pupil Premium governor</p>
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Pupil Premium Strategy 2021-2022

<ul style="list-style-type: none"> <li>- Speech and Language development and delay on entry</li> <li>- 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</li> <li>- Pupils with lack of reading resources at home</li> <li>- Pupils with lack of exposure to language</li> <li>- Pupils are from families where the lack of attainment and skills of adults is within 10% worst in England</li> </ul>	<p>EYFS/KS1 Booster Phonic/ reading sessions to embed skills</p> <p>Language links progression for EYFS to Year 3</p>	<p>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 exceeding the Phonics standard at end of Y1.</p>	<p>£6800</p>	<p>Rosie McDonald Excellence for All Leader</p> <p>Gemma Barbour Teaching and Learning Leader</p> <p>Aimee Shaw EYFS&amp;KS1 Leader</p> <p>Catrin Tingle English Leader</p>	<p>E.Dyer Head teacher</p> <p>C. Douglas Pupil Premium governor</p> <p>R. Paddon Assistant Head Inclusion &amp; SEND</p> <p>H.Kalaker English Governor</p>
<ul style="list-style-type: none"> <li>- Gaps in learning due to Covid lockdown</li> <li>- Limited time before 2021 KS1/ks2 assessments</li> <li>- Poor physical/emotional wellbeing due to increase cases of domestic violence, increased obesity rates, low economic standard of living</li> </ul>	<p>Booster Programme for Y2 and Y6 led by highly skilled staff</p>	<p>Ensure coverage of curriculum gaps missed due to Covid lockdown.</p> <p>Provide more teaching time for reading, writing and maths skills</p>	<p>£1000</p>	<p>Rosie McDonald Excellence for All Leader</p> <p>Gemma Barbour Teaching and Learning Leader</p>	<p>E. Dyer Head teacher</p> <p>S. Broome Deputy Head</p> <p>R. Paddon Assistant Head Inclusion &amp; SEND</p>



		<p>and opportunities to apply them.</p> <p>To accelerate progress and close gap on age related expectations in Year 2 and Year Six.</p> <p>Increase the % of pupils working at or above age related expectations in Reading and Writing and Maths at the end of KS1/KS2.</p>		<p>Aimee Shaw EYFS&amp;KS1 Leader</p> <p>Catrin Tingle English Leader</p> <p>E.Scott Maths Governor</p> <p>R. Paddon Assistant Head Inclusion &amp; SEND</p>	<p>C. Douglas Lead &amp; Pupil Premium governor</p>
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Pupil Premium Strategy 2021-2022

<ul style="list-style-type: none"> <li>- Many of our pupils are from families where the lack of attainment and skills of adults is within 10% worst in England</li> <li>- Poor physical/emotional wellbeing due to increase cases of domestic violence, increased obesity rates, low economic standard of living</li> <li>- 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</li> </ul>	<p>Pupil Mentoring release time</p>	<p>Release time for Class Teacher to conduct 1-1 mentoring sessions with individual pupils in order to give targeted provision, raise individual aspirations and autonomy within learning.</p>	<p>£1500</p>	<p>Rosie McDonald Excellence for All Leader</p>	<p>E. Dyer Head teacher  C. Douglas Lead &amp; Pupil Premium governor</p>
<ul style="list-style-type: none"> <li>- Impact of academic attainment and learning behaviours due to Covid lockdown</li> <li>- Living environment of pupils within the 10% most deprived in England</li> <li>- Pupils live in households within the bottom 10% measure of employment deprivation in England</li> <li>- Pupils live in households where household income is amongst the lowest 20% in England</li> <li>- Pupils are from families where the lack of attainment and skills of adults is within 10% worst in England</li> <li>- 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</li> </ul>	<p>Assessment materials (Rising Stars)</p>	<p>Provide teachers with diagnostic tools to complete rigorous data analysis in order to identify strengths and weaknesses and personalise learning plans accordingly.</p>	<p>£3500</p>	<p>Rosie McDonald Excellence for All Leader  Gemma Barbour Teaching and Learning Leader  Aimee Shaw EYFS&amp;KS1 Leader  Catrin Tingle</p>	<p>E. Dyer Head teacher  S. Broome Deputy Head  R. Paddon Assistant Head Inclusion &amp; SEND  C. Douglas Lead &amp; Pupil Premium governor</p>



				English Leader E.Scott Maths Governor R. Paddon Assistant Head Inclusion & SEND	
<ul style="list-style-type: none"> <li>- Many of our pupils live in households within the bottom 10% measure of employment deprivation in England</li> <li>- 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</li> <li>- Many of our pupils are from families where the lack of attainment and skills of adults is within 10% worst in England</li> <li>- Speech and Language development and delay on entry</li> <li>- Poor physical/emotional wellbeing due to increase cases of domestic violence, increased obesity rates, low economic standard of living</li> </ul>	Intervention Programmes-Support Staff	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.	£40000	Rosie McDonald Excellence for All Leader  Gemma Barbour Teaching and Learning Leader  Aimee Shaw EYFS&KS1 Leader  Catrin Tingle	E. Dyer Head teacher  S. Broome Deputy Head  R. Paddon Assistant Head Inclusion & SEND  C. Douglas Lead & Pupil Premium governor



		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.		English Leader E.Scott Maths Governor R. Paddon Assistant Head Inclusion & SEND C Molesley	
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<ul style="list-style-type: none"> <li>- Impact of academic attainment and learning behaviours due to Covid lockdown</li> <li>- Speech and Language development and delay on entry</li> <li>- Physical/ Emotional wellbeing</li> <li>- As a result of attendance issues including persistent absence or lateness pupils have gaps in their learning</li> <li>- 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</li> <li>- 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.</li> <li>- 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.</li> </ul>	<p>Class Action plans devised, monitored, implemented and evaluated half termly.</p>	<p>Develop clear action plans of intervention to rapidly close gaps in knowledge, skills and understanding to accelerate progress of Pupil Premium pupils in reading/writing and mathematics in order to achieve Age Related Expectations.</p> <p>Increase the % of Pupil Premium pupils currently at Age Related Expectations to achieve Greater Depth in reading, writing and maths</p>	<p><b>£895</b></p>	<p>Rosie McDonald Excellence for All Leader</p> <p>Gemma Barbour Teaching and Learning Leader</p> <p>R. Paddon Assistant Head Inclusion &amp; SEND</p>	<p>E. Dyer Head teacher</p> <p>S. Broome Deputy Head</p> <p>R. Paddon Assistant Head Inclusion &amp; SEND</p> <p>C. Douglas Lead &amp; Pupil Premium governor</p>
<ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p>Inward Mobility leader ( 1 year pilot project)</p>	<p>Individual profiles developed for pupils via a</p>	<p><b>£1105</b></p>	<p>Lauren Shobbrook Inward</p>	<p>E. Dyer Head teacher</p>



<p>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.</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>		<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>		<p>Mobility Leader</p> <p>Rosie McDonald Excellence for All Leader</p>	<p>S. Broome Deputy Head</p> <p>R. Paddon Assistant Head Inclusion &amp; SEND</p> <p>C. Douglas Lead &amp; Pupil Premium governor</p>
<ul style="list-style-type: none"> <li>- Poor physical/emotional wellbeing due to increase cases of domestic violence, increased obesity rates, low economic standard of living</li> <li>- 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</li> </ul>	<p>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.</p>	<p>Implementation of extended transition during the summer term in which the school moved every child up into their next academic year</p>	<p>-</p>	<p>Rosie McDonald Excellence for All Leader</p> <p>Gemma Barbour Teaching and</p>	<p>E. Dyer Head teacher</p> <p>S. Broome Deputy Head</p> <p>R. Paddon Assistant Head</p>



<p>including: breakfast, personal hygiene products e.g. toothbrushes and uniform.</p>		<p>group with their new year group staffing team, therefore providing the children with increased challenge knowledge and relationships, ready for a full time return in September</p>		<p>Learning Leader Aimee Shaw EYFS&amp;KS1 Leader Catrin Tingle English Leader E.Scott Maths Governor R. Paddon Assistant Head Inclusion &amp; SEND</p>	<p>Inclusion &amp; SEND C. Douglas Lead &amp; Pupil Premium governor</p>
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**Targeted academic support for current academic year**

Barriers	So what are we doing?	Rational	Expenditure	Monitoring	Quality Assurance
<ul style="list-style-type: none"> <li>- The living environment of our pupils is described as within the 10% most deprived in England</li> <li>- Many of our pupils live in households within the bottom 10% measure of employment deprivation in England</li> <li>- 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</li> <li>- Many of our pupils are from families where the lack of attainment and skills of adults is within 10% worst in England</li> <li>- Speech and Language development and delay on entry</li> <li>- Poor physical/emotional wellbeing due to increase cases of domestic violence, increased obesity rates, low economic standard of living</li> </ul>	<p>Professional development for teachers focussed on QFT:</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>Set high expectations</p> <p>Develop Teacher Practice</p> <p>Share good practice</p> <p>Improve on-going assessment</p> <p>Reshaping the learning</p> <p>Plan for interventions</p> <p>Delivery of interventions</p> <p>Good or better teaching in every lesson every day.</p>	<p>£12000</p>	<p>Rosie McDonald Excellence for All Leader</p> <p>Gemma Barbour Teaching and Learning Leader</p> <p>R. Paddon Assistant Head Inclusion &amp; SEND</p> <p>Wider curriculum leaders EB/EH/CH/BB/RH/CM/LM</p>	<p>E. Dyer Head teacher</p> <p>S. Broome Deputy Head</p> <p>R. Paddon Assistant Head Inclusion &amp; SEND</p> <p>C. Douglas Lead &amp; Pupil Premium governor</p>



<ul style="list-style-type: none"> <li>- 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</li> <li>- 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.</li> </ul>	<p>Professional development for middle leaders focused on:</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> <li>3) Leadership within a subject so that all pupils achieve</li> </ol>	<p>Set high expectations</p> <p>Develop Teacher Practice</p> <p>Share good practice</p> <p>Improve assessment</p> <p>Good or better teaching in every lesson every day.</p>	<p>£8000</p>	<p>Sian Broome Deputy Head teacher</p> <p>Gemma Barbour Teaching and Learning Leader</p>	<p>E. Dyer Head teacher</p>
<ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p>Professional development for support staff:</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> <li>4) Subject knowledge development of specific subject area</li> </ol>	<p>Set high expectations</p> <p>Develop LSA Practice</p> <p>Improve on-going assessment</p> <p>Reshaping the learning</p> <p>Delivery of interventions</p> <p>Good or better teaching in every lesson every day.</p>	<p>£8000</p>	<p>Gemma Barbour Teaching and Learning Leader</p> <p>R. Paddon Assistant Head Inclusion &amp; SEND</p>	<p>E. Dyer Head teacher</p>
	<p>Teaching and Learning Leader-Release time (2 days a week)</p>	<p>To improve the quality of Teaching so there is an increase in the</p>	<p>£15500</p>	<p>Gemma Barbour Teaching and Learning Leader</p>	<p>E. Dyer Head teacher</p>



		percentage of outstanding.			
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Wider strategies for current academic year

Emotional, social and behavioural support					
Barriers	SO what are we doing?	Rational	Expenditure	Monitoring	Quality Assurance
<ul style="list-style-type: none"> <li>- The living environment of our pupils is described as within the 10% most deprived in England</li> <li>- Many of our pupils live in households within the bottom 10% measure of employment deprivation in England</li> <li>- 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</li> <li>- Many of our pupils are from families where the lack of attainment and skills of adults is within 10% worst in England</li> </ul>	Children and Family support worker – focus on prevention and awareness as a targeted approach	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.	£24900	Kate Hussey FLO	E. Dyer Head teacher  C. Douglas Lead & Pupil Premium governor  Mike Green SG Governor



Pupil Premium Strategy 2021-2022

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<ul style="list-style-type: none"> <li>- As a result of attendance issues including persistent absence or lateness pupils have gaps in their learning</li> </ul>	<p>Dedicated mental health workers x 2 based in school working closely with identified pupils weekly.</p> <p>(pilot project with the NHS)</p>	<p>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>S. Broome Deputy Head</p>	<p>E. Dyer Head teacher</p> <p>C. Douglas Lead &amp; Pupil Premium governor</p>



Enrichment					
Barriers	SO what are we doing?	Rational	Expenditure	Monitoring	Quality Assurance
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Speech and Language development and delay on entry</li> <li>- Poor physical/emotional wellbeing due to increase cases of domestic violence, increased obesity rates, low economic standard of living</li> <li>- 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.</li> </ul>	<p>Forest Schools to support pupils’ engagement with outside, opportunity to develop further interests as well as support pupils emotional and mental health needs.</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>	<p>£4850</p>	<p>Ella Hayward PSHE leader</p> <p>Beth Boxell Science Leader</p> <p>R. Paddon Assistant Head Inclusion &amp; SEND</p>	<p>E. Dyer Head teacher</p> <p>C. Douglas Lead &amp; Pupil Premium governor</p>
<ul style="list-style-type: none"> <li>- Many of our pupils live in households within the bottom 10% measure of employment deprivation in England</li> <li>- 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</li> </ul>	<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’ <i>Ofsted</i></p>	<p>£800</p>	<p>R. Hancox Music Leader</p>	<p>S. Broome Deputy Head</p> <p>E. Dyer Head teacher</p>



<ul style="list-style-type: none"> <li>- 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.</li> </ul>		<p><i>research review:</i> <i>Music 2021</i></p> <p>Develop skills of perseverance and teamwork through playing instruments and experiencing enrichment through live music.</p>			
<ul style="list-style-type: none"> <li>- Poor physical/emotional wellbeing due to increase cases of domestic violence, increased obesity rates, low economic standard of living</li> <li>- 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.</li> </ul>	<p>Explosion club to support pupils social and emotional wellbeing at break and lunchtimes.</p>	<p>Develop skills of perseverance and teamwork through playing a variety of physical activities during recreation times.</p>	<p>£2070</p>	<p>C Moseley PE leader</p>	<p>S. Broome Deputy Head</p> <p>E. Dyer Head teacher</p>



Pupil Premium Strategy 2021-2022

Nine Acres Primary

<ul style="list-style-type: none"> <li>- Living environment of pupils within the 10% most deprived in England</li> <li>- Pupils live in households where household income is amongst the lowest 20% in England</li> <li>- Pupils are from families where the lack of attainment and skills of adults is within 10% worst in England</li> <li>- Significant gaps in learning due to the legacy of underachievement.</li> <li>- Speech and Language development and delay on entry</li> <li>- Limited opportunities to access life enriching experiences and build cultural capital</li> <li>- 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</li> <li>- Lack of access to rich reading resources at home due to high levels of poverty</li> </ul>	<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>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>	<p>£1000</p>	<p>Catrin Tingle English Leader</p> <p>Rosie McDonald Excellence for All Leader</p> <p>R. Paddon Assistant Head Inclusion &amp; SEND</p> <p>Aimee Shaw EYFS&amp;KS1 Leader</p>	<p>E. Dyer Head teacher</p> <p>S. Broome Deputy Head</p> <p>C. Douglas Lead &amp; Pupil Premium governor</p>
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Pupil Premium Strategy 2021-2022

Nine Acres Primary

<ul style="list-style-type: none"> <li>- Many of our pupils live in households within the bottom 10% measure of employment deprivation in England</li> <li>- 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</li> <li>- 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</li> <li>- 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.</li> </ul>	<p>Nine Acres Economy has been introduced to provide pupils with a taster to work life and careers</p>	<p>Develop pupils understanding of economic aspects of society and develop life skills and career aspirations.</p>	<p>£1200</p>	<p>Ella Hayward PSHE leader  S. Broome Deputy Head</p>	<p>E. Dyer Head teacher  C. Douglas Lead &amp; Pupil Premium governor</p>
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**Focus on Support for Families/ community**

Barriers	SO what are we doing?	Rational	Expenditure	Monitoring	Quality Assurance
<ul style="list-style-type: none"> <li>- The living environment of our pupils is described as within the 10% most deprived in England</li> </ul>	<p>General Financial Support</p>	<p>Subsidy for educational visits the provide curriculum enrichments and</p>	<p>£8500</p>	<p>Kate Hussey FLO</p>	<p>E. Dyer Head teacher</p>



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Nine Acres Primary

<ul style="list-style-type: none"> <li>- Many of our pupils live in households within the bottom 10% measure of employment deprivation in England</li> <li>- Our pupils live in households where household income is amongst the lowest 20% in England – increased in our pupil premium is also evident as a result of job loss and economic crisis pandemic</li> <li>- Poor physical/emotional wellbeing due to increase cases of domestic violence, increased obesity rates, low economic standard of living</li> <li>- 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.</li> <li>- 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.</li> </ul>		develop pupil’s cultural capital.		Rosie McDonald Excellence for All Leader	S. Broome Deputy Head
	Funding for essential daily items in order to thrive.	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.	£700	R. Paddon Assistant Head Inclusion & SEND  S. Broome Deputy Head	C. Douglas Lead & Pupil Premium governor
<b>Total Expenditure</b>			<b>£163,710</b>		



*Striving for Excellence*

Pupil Premium Strategy 2021-2022

Nine Acres Primary