Acorn Park

Pupil premium strategy statement – Acorn Park School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School Name	Acorn Park School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2026-27 to 2028-29
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Adam Masterson and Emma Willis (Co-Headteachers)
Pupil premium lead	Adam Masterson
Governor / Trustee lead	Natalie Deen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,000
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	Independent Special School (Part of OFG)

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching and high aspirations for attendance - focussed on ensuring all children have access to the knowledge, skills and experiences through our broad and balanced curriculum.

Although our strategy is primarily focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high quality teaching, well-resourced classrooms and inclusive environments.

We ensure all pupils have support to develop independent life and social skills in addition to high-quality work experience, careers guidance and further and higher education guidance, we put additional focus on disadvantaged pupils to ensure they are supported to access the same opportunities as their peers.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.
2	Our admission information and discussions with pupils and their families show that disadvantaged pupils are more likely to have one or more Adverse Childhood Experiences (ACEs) which impact.

3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
4	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel.
5	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

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
Improved attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through baseline assessments.	• All students are entered into a range of examinations. • Disadvantaged students are entered into an equitable amount of exams compared to their peers
Pupil Premium pupils make progress towards their EHCP outcomes that is at least in line with their peers.	• The proportion of Pupil Premium pupils making expected or better progress towards EHCP outcomes is in line with non-Pupil Premium pupils. • Any identified progress gaps reduce over the academic year. • Annual review and EHCP progress data demonstrate positive progress across identified areas of need.
Pupil Premium pupils access the same breadth and quality of careers education, guidance and work-related learning opportunities as their peers.	• All eligible pupils receive age and stage appropriate careers guidance. • Participation in work experience, employer encounters and careers activities is comparable to non-Pupil Premium pupils. • Pupils demonstrate awareness of future education, training and employment pathways.
Pupil Premium pupils develop increased independence and preparation for adulthood skills.	• Pupils demonstrate measurable progress against identified independence targets. • Increased independence is evidenced through assessment data, annual reviews and pupil outcomes. • Pupils show greater confidence and participation in daily living, communication and community-based activities.

Pupil Premium pupils achieve positive and sustained post-school destinations.	• Pupil premium pupils have comparable post-school destinations to non-pupil premium pupils. • Transition plans are in place and reviewed for all relevant pupils. • Destination data demonstrates sustained placement or engagement following transition.
Pupil Premium pupils have equitable access to enrichment opportunities that develop cultural capital and aspiration.	• Participation rates in trips, visits, clubs and enrichment activities are comparable to non-Pupil Premium pupils. • Financial barriers to participation are reduced through targeted support. • Pupil voice demonstrates increased confidence, engagement and willingness to access new experiences.

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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All students were entered into a comparable number of qualifications at an appropriate level for them.

Pupil premium students had successful post-school destinations that were well matched to their needs and interests.

Some students that were unable to attend school were offered a bespoke package of education, including family outreach, online learning and funded packages with Momenta Connect (a therapy service). Where equipment could have been a barrier to access, school provided this and support for use to ensure students were able to access the support needed.

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