



Pupil premium strategy statement – Acer Academy

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
Number of pupils in school	39
Proportion (%) of pupil premium eligible pupils	66.7% (26)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Lindsay Regan Executive Headteacher
Pupil premium lead	Gwyn Owen, Head of School
Governor / Trustee lead	Simon Lennox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,762
Pupil premium funding carried forward from previous years	N/A
Total budget for this academic year	£7,762

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge faced by pupils at Acer Academy, we do see a variance in outcomes for disadvantaged pupils compared to their peers, particularly in relation to:

- **Academic attainment**
- **Progression to further and higher education,**
- **Employability**
- **Access to social opportunities.**

The majority of pupils at Acer Academy have an Autism diagnosis and present with SEMH needs (social communication, emotional regulation and mental health needs). Many have experienced disrupted educational journeys prior to admission, including periods of poor attendance or absence from education due to unmet SEND needs. As a result, disadvantaged pupils often arrive with gaps in learning, particularly in literacy and numeracy, alongside reduced confidence and negative experiences of education.

Our pupil premium strategy is designed to remove barriers to learning by addressing both **academic need and social and emotional development**. We recognise that pupils cannot make sustained academic progress unless they feel emotionally secure, regulated and able to form trusting relationships with adults and peers. For this reason, high-quality, autism-informed teaching is complemented by strong pastoral support and targeted academic intervention, particularly in English and mathematics, to close gaps in reading and literacy.

Alongside academic provision, we prioritise the development of **social skills, emotional regulation, independence and resilience**, recognising their importance in improving engagement, employability and readiness for adulthood. Disadvantaged pupils are supported to access enrichment, careers guidance and work-related learning opportunities to strengthen progression to further education, training or employment.

This strategy is underpinned by evidence from the Education Endowment Foundation (EEF) and is driven by robust assessment of individual need. While targeted at disadvantaged pupils, many approaches will benefit all pupils at Acer Academy, supporting improved outcomes across the school.

Challenges

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

Challenge number	Detail of challenge
1	Academic attainment: Many disadvantaged pupils have experienced disrupted education prior to admission due to unmet SEND needs and poor attendance. As a result, pupils often have gaps in learning and are working just below age-related expectations, particularly in reading, writing and mathematics. Difficulties with emotional regulation, attention and engagement further limit access to learning, while low confidence and fear of failure reduce academic resilience.
2	Progression to further and higher education: Disadvantaged pupils often have limited confidence and understanding of post-16 pathways. Anxiety around change, transition and unfamiliar environments can present significant barriers to progression. Gaps in learning and limited prior access to careers guidance can restrict pupils' readiness for further education or training without targeted support.
3	Employability: Pupils experience difficulties with communication, emotional regulation and social interaction, which impact readiness for employment. Disrupted educational histories and low self-esteem limit opportunities to develop key employability skills such as independence, teamwork, resilience and self-management.
4	Social opportunities: Many disadvantaged pupils struggle to form and maintain friendships, manage peer relationships and participate in wider social opportunities due to autism and SEMH needs. Limited access to enrichment, trips and community activities reduces cultural capital, confidence and social development, increasing the risk of isolation.

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 academic attainment in English and mathematics	Disadvantaged pupils make sustained progress from baseline assessments, with reduced gaps in attainment, particularly in reading and literacy, by the end of the strategy period.

Improved reading confidence and reading ages	Reading ages for disadvantaged pupils increase and move closer to chronological age, as evidenced through standardised assessments and reading records.
Improved emotional regulation and engagement with learning	Pupils demonstrate improved emotional regulation, reduced incidents of dysregulation and increased engagement in learning, evidenced through behaviour logs, observations and EHC plan outcomes.
Increased confidence, independence and social skills	Pupils show improved ability to form and maintain relationships, manage emotions and participate in group activities, evidenced through pastoral records, evidence for learning and pupil voice.
Improved preparation for adulthood	Disadvantaged pupils access careers guidance, work-related learning and visits and progress to further education, training or appropriate destinations in line with their peers.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£2,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Autism-informed CPD for staff focusing on emotional regulation, relational practice and adaptive teaching strategies	EEF: Improving behaviour and social emotional learning approaches improve engagement and attainment EEF – High-Quality Teaching: “Great teaching is the most important lever schools have to improve outcomes for pupils, particularly the most disadvantaged.” EEF  https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1, 2, 3, 4

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

Budgeted cost: £3,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted English and maths intervention, including 1:1 and small- group support focused on literacy and numeracy gaps	<p>EEF – Targeted Academic Support: Evidence shows that targeted small-group and one-to-one tuition, closely linked to classroom teaching, can significantly support pupils who are not making expected progress. EEF</p> <p> https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p> <p>EEF – Small Group Tuition (Toolkits): Small group tuition is associated with around +4 months’ additional progress on average when implemented effectively. EEF</p> <p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2
Structured reading intervention to raise reading ages and confidence	<p>EEF: Reading comprehension strategies and phonics interventions</p> <p>EEF – Reading Comprehension Strategies: Reading comprehension approaches show high impact (+7 months) for improving understanding of text, which supports literacy development. EEF</p> <p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1

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

Budgeted cost: £2,062

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced pastoral provision focusing on emotional regulation,	<p>EEF – Social and Emotional Learning (SEL): SEL approaches can improve pupils’ skills in interacting with others and self-management, and are associated with around +3 months’ progress on average. EEF</p>	3,4

relationship-building and social skills development	 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Enrichment activities, trips and social opportunities to develop confidence and cultural capital	<p>EEF – Outdoor Learning Outdoor learning approaches have the potential to improve engagement, wellbeing and communication skills, and can support academic learning when connected to curriculum goals.</p>  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-learning <p>EEF – Arts Participation As mentioned earlier, arts and creative enrichment can support engagement and personal development, with moderate positive impact.</p>  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2,4

Total budgeted cost: £7,762

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As Acer Academy is a newly opened provision, there is **no pupil premium impact data available from a previous academic year**. Therefore, it is not possible at this stage to review the effectiveness of pupil premium strategies based on historical outcomes.

However, robust systems have been established from the outset to ensure that the impact of pupil premium funding can be closely monitored and evaluated over time. Baseline assessments, EHC plan outcomes, attendance data, behaviour records and pupil voice have been used to identify starting points for all disadvantaged pupils.

Based on pupils' identified needs and the strategies outlined in Part A, we expect to see **measurable progress** in the following areas over the course of the current strategy period:

- **Academic attainment:** disadvantaged pupils making sustained progress from their individual starting points, particularly in English and mathematics, with gaps in learning reduced over time.
- **Reading and literacy:** improved reading confidence and increased reading ages, moving closer to pupils' chronological ages through targeted reading intervention.
- **Emotional regulation and engagement:** reductions in incidents of dysregulation, improved emotional resilience, and increased engagement with learning, evidenced through behaviour data and staff observations.
- **Attendance and readiness to learn:** improved attendance and consistency of engagement as pupils feel safer, more regulated and better supported in school.
- **Social skills and relationships:** improved ability to form and maintain positive relationships with peers and adults, increased participation in group activities, and reduced social isolation.
- **Preparation for adulthood:** increased confidence, independence and readiness for transition, with pupils accessing careers guidance, work-related learning and appropriate post-16 pathways.

The impact of pupil premium spending will be reviewed annually, and this section will be updated as attainment, attendance and wider outcomes data become available.

Further information (optional)

Our pupil premium strategy is supported by additional whole-school work, including partnership working with colleges, careers providers and local services to support transition and preparation for adulthood.

We will continue to evaluate the impact of our approaches using EEF implementation guidance and adapt provision in response to pupil need.