

Pupil premium strategy statement- Laceby Acres Academy 2025-2026

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 | 208 |
| Proportion (%) of pupil premium eligible pupils | 23% (47 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2025-2026 |
| Date this statement was published | 17 th October 2025 |
| Date on which it will be reviewed | 17th October 2026 |
| Statement authorised by | Rebecca Clayton |
| Pupil premium lead | Hannah Cook |
| Governor / Trustee lead | Academy Improvement Committee |

Funding overview

| Detail | Amount |
|--|---------------|
| Pupil premium funding allocation this academic year | £63630 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £0 |
| Total budget for this academic year | £63630 |
| <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | |

Part A: Pupil premium strategy plan

Statement of intent

At Laceby Acres Academy, we are determined to ensure that every child reaches their full potential. Pupil Premium funding is used to deliver bespoke provision for our most vulnerable pupils, addressing both academic progress and wellbeing.

We are committed to meeting pupils' pastoral, social and academic needs within a nurturing environment. All children valued, respected and entitled to achieve their full potential, just like every child in our care.

We teach using a mastery approach, ensuring that all pupils access the same high-quality learning. Pupil Premium funding enables us to deploy a teaching assistant in every classroom, providing targeted support to remove barriers to learning. Differentiation is achieved through adaptive teaching and levels of support, rather than lowering expectations or providing easier tasks.

The Education Endowment Foundation (EEF) states that "many of the most effective ways to improve attainment, including improving the quality of teaching, will also benefit other groups." We fully embrace this philosophy and follow the EEF Tiered Approach to Spending, prioritising high-quality teaching as our most impactful strategy.

Tier 1: Teaching and Learning

Our primary focus is on improving the quality of teaching and learning, as this has the greatest impact on pupil outcomes.

- High Quality First Teaching is at the forefront of all provision
- Teaching assistants deployed in all classrooms to support access to learning
- Consistent application of key pedagogies, learning behaviours and assessment for learning
- Adaptive teaching to remove barriers rather than reduce challenge
- Whole-school CPD to upskill staff and strengthen practice
- Specialist teaching and high-quality feedback

Tier 2: Targeted Academic Support

Targeted interventions are used to accelerate progress where gaps are identified.

- Small group and 1:1 intervention
- Speech and language support
- Specialist teaching programmes
- Regular assessment and progress monitoring
- Interventions adapted or changed based on impact

Tier 3: Wider Strategies

We recognise that academic success is closely linked to wellbeing, behaviour and attendance.

- ELSA and Compass Go emotional support
- Support to improve attendance and behaviour
- Social and emotional literacy development
- Music lessons and enrichment opportunities
- Extra-curricular activities to widen life experiences

Key Principles

We maximise the impact of our Pupil Premium funding by adhering to the following principles:

- High Expectations – A culture of belief where no excuses are made for underperformance
- High Profile – Diminishing differences in attainment is a whole-school priority
- Early Intervention – Strong emphasis on early language, reading and number development
- Inclusive Provision – Recognising that vulnerability extends beyond funding status
- High Quality Teaching – The most significant driver of pupil achievement

Pupil Premium profiles are reviewed each term to identify needs and barriers to learning.

Strategies for Implementation

- Identifying Need – Regular assessment, pupil voice and family engagement
- Identifying Barriers – Addressing both short-term and long-term barriers
- Use of Data – Termly analysis of attainment and progress to inform provision
- Responsive Provision – Strategies adapted regularly based on impact and emerging needs

Our provision is flexible and responsive, changing according to the needs of our disadvantaged pupils. This list is not exhaustive and will evolve to ensure we continue to meet pupils' needs effectively.

Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|---|
| 1 | A number of our Pupil Premium children have poor attendance falling into the persistent absence category. This results in lost learning time. |
| 2 | A number of our Pupil Premium children have low aspirations and have not been given the chance to be exposed to different opportunities both academic and non-academic. A number of our Pupil Premium children also are 'time poor' which impacts their social and emotional development as well as their communication skills. |
| 3 | Many of our Pupil Premium children from disadvantaged backgrounds do not have the opportunity to experience wider opportunities. |
| 4 | A number of children that are not at age related expectations. Attainment in reading, writing and maths on entry to all key stages (EYFS, KS1 and KS2) for disadvantaged learners is low when compared to peers, both in school and nationally. |

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| 5 | A number of pupil premium children come from families with additional needs and therefore variable support at home. This can cause children to have less emotional resilience with a higher rate of Pupil premium children needing emotional support. |
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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 attendance and punctuality of PP children | Attendance of PP children is at least equal to that of non-PP children. The percentage of PP children that are persistently absent has decreased. |
| Pupil Premium children have planned Personal Development which raises aspirations. | Personal development opportunities are planned for children through topics of learning as well as based on individual needs. This allows them to have a concrete understanding of the key knowledge as well as the experience. Children have an increased level of cultural capital, allowing them to be equipped in society. |
| Increase the percentage of children that are at age related expectations through increased retention of key knowledge | Higher % of PP meeting age related expectations. Increase in GLD for Pupil Premium children. PP children have met age related expectations in R, W, M in line with national |
| PP children have the same wider opportunities as non-PP children. | PP children are able to access after school clubs, visits, and residential opportunities. |
| Increase the emotional resilience and readiness to learn of disadvantaged learners. | PP are focused on their learning and as a result make better progress across the academy. They are able to use strategies from tailored interventions (ELSA) to help them to regulate themselves. |

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: £9000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>Release the Assistant Principal from class teaching to support vulnerable children and also support staff with teaching and learning, particularly ECTs.</i></p> | <p>See EEF Toolkit: High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p> | 1, 2, 3, 4, 5 |
| <p><i>Provide an extensive CPD programme to continue to develop quality first teaching across the whole school.</i></p> <p><i>This to include:</i></p> <ul style="list-style-type: none"> • <i>ISHA (improvement in handwriting through art- October 2023).</i> • <i>Writing to learn (Chris Quigley- April 2024)</i> • <i>Early Language Development and developing school's reading culture.</i> • <i>Rigorous whole school CPD plan</i> • <i>Better view of reading</i> • <i>Lego therapy</i> • <i>ELSA</i> • <i>Use of GTT</i> | <p>The EEF Pupil premium guide states that improving quality first teaching should be the first priority.</p> <p>We are providing a CPD budget to allow teaching staff at all levels to develop their pedagogical skill and improve classroom teaching.</p> <p>We believe that an investment in improving teaching and high quality first teaching is the key to success for all.</p> | 2, 4, 5 |
| <p>CPD for staff through NPQ/alternative qualifications to ensure high quality leadership throughout school which will impact quality of teaching and outcomes for PP children- Not just teaching staff</p> | <p>Social and emotional learning is highlighted by the EEF as having a positive impact on pupil attainment (+4 months).</p> <p>To this end, we employ a learning mentor to both deliver structured intervention programmes such as Theraplay, Lego therapy and ELSA support.</p> | 2, 4, 5 |
| <p>Dedicated release time for assessment lead to analyse data and evaluate trends for all groups and a particular focus on PP children</p> | <p>See EEF Toolkit: High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching 'The best available evidence indi-</p> | 2, 4 |

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| and mission critical children to ensure high quality first teaching for all. | icates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' | |
| Little Wandle intervention programme rolled out for Y2/Y3 alongside current Little Wandle teaching programme. | The EEF states that: 'positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching' | 4, 5 |

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

Budgeted cost: £129300

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Teaching assistants used across the school for targeted intervention of PP children.</p> <p>SLT to devise an intervention timetable for the whole school for targeted intervention with specific strategies (ELSA, sensory circuit, Lego therapy, precision teaching).</p> | <p>The EEF state that 'small group tuition has an average of 4 months' additional progress over the course of the year.</p> <p>The EEF also states that 'effective deployment of teaching assistants (TAs) is critical.'</p> | 2, 4, 5 |
| Targeted support for PP children who are also in the bottom 20% of readers to be read with daily (1:1 reading, TAs deployed for reading squad, better view of reading introduced and daily precision teaching). | The EEF state that 'small group tuition has an average of 4 months' additional progress over the course of the year. | 2, 4 |
| Access to further support from the Educational | The EEF states that 'school leaders should pay careful attention to the | 1, 2, 3, 4, 5 |

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| Psychologist and the LA Special Advisory Service to provide training and strategies to support PP. | roles of TAs and ensure they have a positive impact on pupils with SEN' and that 'pupils with SEND are also more than twice as likely to be eligible for free school meal.' | |
| Introduction of pre-teaching maths during assembly time | The EEF state that 'small group tuition has an average of 4 months' additional progress over the course of the year. | 2, 4 |

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

Budgeted cost: £ 28251

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Provide a part-time pastoral teaching assistant to allow children with significant barriers (either social emotional and mental health or cognition and learning) to access their learning and make progress through ELSA (member of staff trained in ELSA). | Social and emotional learning is highlighted by the EEF as having a positive impact on pupil attainment (+4 months). To this end, we employ a learning mentor to both deliver structured intervention programmes such as Theraplay, Lego therapy and ELSA support. | 2, 4, 5 |
| Development of well-being/ELSA room to support PP with barriers to learning. | Social and emotional learning is highlighted by the EEF as having a positive impact on pupil attainment (+4 months). | 2, 4, 5 |
| Introduction of 'super-curricular' clubs. | The EEF state that 'enriching education has intrinsic benefits' and that 'that enrichment approaches can directly improve pupils' attainment.' | 2, 3, 4, 5 |
| Hosting a careers fayre within school | Although the evidence from the EEF is weak to suggest a link between raising aspirations and impact on progress we feel this is invaluable for our community. Grimsby is stated to be one of the most deprived towns in the UK and therefore we feel this work is invaluable for our school. | 2, 3, 4, 5 |
| Trips offered without cost for children in | The EEF state that 'enriching education has intrinsic benefits' and that 'that | 3 |

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| receipt of Pupil Premium. | enrichment approaches can directly improve pupils' attainment.' | |
| Breakfast club will be offered to a number of children in receipt of PP who are seen as most in need. | Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation | 1, 3, 5 |
| PP children invited to attend extra-curricular clubs for those who are in need without charge. | The EEF state that 'enriching education has intrinsic benefits' and that 'that enrichment approaches can directly improve pupils' attainment.' | 1, 3, 5 |
| CPD for staff in sensory circuits and purchase of new equipment for sensory circuits. | This will support children's readiness to learn. The EEF discusses case studies which show that sensory circuits allow children to be more engaged in the classroom, more focused on the task at hand and produce more quality work as a result. | 4. 5 |

Total budgeted cost: £ 166551

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024-2025

Supporting Teaching and Learning

Providing effective intervention, alongside Quality First teaching, linked to termly Cohort Performance Reviews to close progress or attainment gaps.

Close monitoring of the effectiveness and impact of intervention to improve pupils' learning and adapt teaching approaches as needed.

Children's PE skills have been developed through the weekly PE lessons taught by a professional sports coach (Schools Sports Partnership). This has allowed pupils to become confident in the fundamental skills of PE as well further develop the knowledge of teaching staff throughout the school during team teaching sessions.

Targeted academic support

Personalised support and tailored same day interventions, including pre teaching to enable all children to access the curriculum through the use of a Teaching Assistant being allocated to each classroom.

Additional phonic intervention in Reception and Key Stage 1 in order to develop children's reading fluency. Being able to read fluently enables children to not only learn across the curriculum but also influences the opportunities that they have available to them in the future.

Wider strategies

Pupils that have been identified have worked with staff to improve attendance and punctuality. Building a culture across school to have the desire to succeed academically and personally. Children who attain well attend well.

By offering a wide range of extra-curricular activities, individual children have been able to develop skills in a wide range of areas such as art, problem solving, drama, music and sport. This has also had an impact on the level of attendance in school as pupils enjoy participating in these activities on set days. By offering a wider range of clubs, more children are taking on new challenges and trying new activities that they previously would have been reluctant to or not given the opportunity.

By providing children with breakfast club provision, we find that children demonstrate a readiness to learn. This is a result of their basic needs being met and therefore having the ability to concentrate more, higher energy levels and an improved positive mindset.