# Enquire Learning Trust: Pupil Premium Strategy Statement

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| 1. **Summary information** | | | | | |
| **School** | **Laceby Acres Academy** | | | | |
| **Academic Year** | **2019/20** | **Total PP budget (provisional)** | **£40,920** | **Date of most recent PP Review** | Sept 2019 |
| **Total number of pupils** | **205** | **Number of pupils eligible for PP** | **25** | **Date for next internal review of this strategy** | Sept  2020 |

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| 1. **Current achievement** | | | | | | | |
| **End of KS2 pupils – 3 pupils** | | | | *Pupils eligible for PP (your school) 2019* | | *Pupils not eligible for PP* | |
| **% achieving ARE +/ GD in reading** | | | | **100** | **0** | **88** | **37** |
| **% achieving ARE +/ GD in writing** | | | | **100** | **33.3** | **96** | **33.3** |
| **% achieving ARE +/ GD in maths** | | | | **100** | **0** | **96** | **59** |
| **% achieving ARE+/ GD in reading, writing & maths combined** | | | | **100** | **0** | **88** | **26** |
| **Average progress in reading** | | | | **0.90**  *(National = -0.8 2018)* | | **2.5** | |
| **Average progress in writing** | | | | **4.24**  *(National = -0.7 2018)* | | **1.9** | |
| **Average progress in maths** | | | | **5.35**  *(National = -0.8 2018)* | | **4.06** | |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | | | |
|  | | Low attainment on entry to school - the baseline assessments on entry to FS2 indicate that the children enter the Reception year with lower than expected mathematical and linguistic skills; this is compared to schools that have a nursery provision | | | | | |
|  | | Aspirations – parental engagement in academic attainment and progress | | | | | |
| **C.** | | Cultural Literacy and Access to the Arts – relatively few children have access to participation in the Arts and Cultural experiences. | | | | | |
| **D.** | | Mental Health of Children – a mentally healthy school is one that adopts a whole school approach to mental health and well-being. It is a place that helps children flourish, learn and succeed by providing opportunities for them, to develop the strength and coping skills that underpin resilience. | | | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | | | |
| **E.** | |  | | | | | |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | | **Success criteria** | | | | |
|  | * Increase the % of PP children achieving GDS in reading writing and maths and close the gap to Non-PP at the end of KS2 * Increase the % of PP children achieving the expected level at KS1 in Reading, Writing and Maths combined closing the gap with Non-PP children * Increase the % of PP children achieving GLD at the end of the Foundation Stage closing the gap with non-disadvantaged pupils | | * PP children will make more than expected progress from the end of KS1 and attainment at GDS RWM will exceed the 2019 figure of 23% for all children * PP children in Y2 will make more than expected progress from the end of the Foundation Stage and attainment at GDS RWM will exceed the 2019 figure of 223% for all children * PP children in the Foundation Stage will achieve GLD, closing the gap between non-disadvantaged pupils | | | | |
|  | * Increase the % of PP children achieving GDS in reading writing and maths combined and close the gap to Non-PP at the end of KS2 * Increase the % of PP children achieving GDS at KS1 in Reading, Writing and Maths combined closing the gap with Non-PP children * Increase the % of PP children achieving GLD at the end of the Foundation Stage * Continue to ensure that the vast majority of pupils pass the phonics screening test | | * The percentage of PP children achieving GDS in RWM will equal that of the non-PP children at the end of KS2 * The percentage of PP children achieving GDS in RWM will equal that of the non-PP children at the end of KS1 * The percentage of PP children achieving GLD at the end of the foundation stage will equal the percentage of non-PP children * The percentage of PP premium children passing the phonics screening test will be equal to that of non-PP children | | | | |
|  | * Participation in the Arts and Cultural education has an impact on attainment and progress of the PP in all subjects across the curriculum (*Participation in structured arts activities can increase cognitive abilities by 17% - Cultural Learning Alliance, Key Research Findings: the value of cultural learning – 2017)* * Participation in the Arts and Cultural education has a positive impact on all children but in particular the PP children as they move through their lives. (*People who take part in the arts are 38% more likely to report good health - Cultural Learning Alliance, Key Research Findings: the value of cultural learning – 2017)* * Children across the school, in particular PP children access arts and cultural experiences | | * All children, but especially PP children have at least one cultural experience per term * All PP children access extra-curricular opportunities in the Arts * PP children across the school make good progress in all subjects across the curriculum | | | | |
|  | * Attendance of PP children is equal to that of non-PP children * PP children are healthy; physically and mentally * Metacognition and self-regulation are developed with all children – a high impact, low cost approach to improve the attainment of disadvantaged learners | | * Attendance of PP children is equal to or better than attendance of non-pupil premium children * Pupil Premium children are timetabled to use the Nurture Room facility particularly at unstructured times in the day * Staff CPD enables all members of staff to fully understand metacognition and effectively use questions to support the process | | | | |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2019 - 2020** | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Review?** |
| * Increased attainment at Greater Depth across all key stages for all pupils including PP children **A and B** | * Development of Reading Acumen across the school * Mastery in Maths | | * Recommended by research (EEF) – reading comprehension strategies have a high impact for a very low cost based on extensive research * Recommended by the NCETM – Mastering maths means pupils acquiring a deep, long-term, secure and adaptable understanding of the subject | * Strategy is part of the Reading AIP. * Staff CPD programme developed to ensure that the reading acumen approach is embedded across the school * Attendance at the ELT Trust Development Events to access input from experts in their fields * Strategy is part of the Maths AIP. * Two teachers are registered to be a part of a Teacher Research Group – best practice will be disseminated and embedded * Whole staff CPD in small steps | DL  OW/LF | £1,200 (supply cover @ £150/day and travel  £3,000  (supply cover @ £150/day) |
| * The Arts and Cultural Education placed at the centre of the Curriculum to raise attainment in all curriculum areas **C** * The vast majority of children are secure in phonics and decoding skills by the end of Year One – all children by the end of Year Two | * Develop a dedicated room for the teaching of art * High quality CPD in the Arts * Quality First Teaching of Systematic Phonics and Decoding skills across the school | | * Recommended by the Cultural Learning Alliance, Key Research Findings: the value of cultural learning – 2017) * Ofsted Inspection Framework – 2019   ‘*The sharp focus on ensuring that younger children gain phonics knowledge and comprehension necessary to read and the skills to communicate, gives them the foundations for future learning.’* | * Strategy is one of the main objectives in the AIP * School involved in establishing a Local Cultural Educational Partnership in North East Lincolnshire and will benefit from the cultural partnerships developed. An LCEP is a multi-sector partnership group, including representatives from culture and education, working together to create a plan to join-up and improve cultural education for children and young people * Development of a CPD programme to increase Teacher subject knowledge and skills in order to teach the Arts successfully * Establish a dedicated room for the teaching of art * The Reading Acumen Strategy is one of the main objectives in the AIP * Teacher Training to ensure that there is rigour in the teaching of phonics and early reading as well as in the assessment of reading * Training for Parents in the teaching of phonics in order that they can support their children at home * Purchase of fully decodable books to read in school and at home | SC/LR  KC/OW | £1,000 – staff CPD  £3,000  £2,000 – Purchase of Big Cat/Phonics Bug Resources |
| **Total budgeted cost** | | | | | | ***£10,200*** |
| 1. **Targeted support** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Review?** |
| * Increased RWM attainment at GDS   A and B | * Small group work * TA interventions | | * Recommended by research (EEF); moderate impact for moderate cost * Recommended by research (EEF); TA’s provide targeted interventions | * Lunch time intervention groups – taught by an HLTA * Use of White Rose materials to ensure high levels of challenge – Mastery Approach to Maths * Employment of additional Teaching Assistants so that there is sufficient TA time allocated for the delivery of specific interventions * Use of pupil progress meetings to identify those children requiring interventions | DL/LF/OW  SC | £1,900  £90  £25,000 |
| 1. **Other approaches** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Review?** |
| * All PP children are able to wear the correct school uniform | * Provision of a school sweatshirt/cardigan annually | | * A clear dress code that sets boundaries and helps pupils to see school as a working environment | * Children are provided with a sweatshirt/cardigan at the start of the school year | DT | £250 |
| * Increased range of experiences for our children - **C** | * Curriculum Enrichment Opportunities * Attendance at Extra Curricular Activities | | ‘People who take part in the arts are 38% more likely to report good health - Cultural Learning Alliance, Key Research Findings: the value of cultural learning – 2017’ | * Strategy is part of Curriculum AIP | DT | £3,000 |
| **Total budgeted cost** | | | | | | **£10,200**  **£30,240**  **£40,440** |

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| 1. **Review of expenditure: £23,760** | | | | |
| **Previous Academic Year** | | **2018/2019** | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| * Increase the % of PP children achieving the expected level in RWM combined at the end of FS2, KS1 and KS2 * Develop a ‘love of reading for all children   **Targeted Support**  Ensure that all PP children are able to participate in school visits  Ensure that all PP children are able to wear the correct school uniform | * TA interventions to close the gap for borderline children * Lunchtime interventions for Year 6 pupils * Purchase of high quality children’s texts which are central to the school’s curriculum   Pay for PP children to take part in school visits and extra curricular activities  Pay for one school sweatshirt/cardigan per year | * 100% of the 3 PP children reached the expected level in RWM combined at the end of KS2 * 40% of the 5 PP children reached the expected level in RWM combined at the end of KS1. The other 60% (3 children) will continue to receive targeted interventions in Year 3 * 40% of the 5PP children achieved GLD at the end of FS2. The other 60% (3 children) will continue to receive targeted interventions in Y1   100% of the PP children reached the expected level in RWM combined at the end of KS2  Average Reading Progress: 1.02  Average Writing Progress: 4.24  Average Maths Progress: 5.35  All children enjoy listening to the teachers read aloud from well-chosen, challenging texts on a daily basis  All PP children were able to participate in school visits  9/28 pupils (32%) took part in after school sports clubs  All PP children wear the correct uniform | * Interventions will continue for the pupils who did not achieve the expected level at the end of KS1 and those who did not achieve GLD at the end of FS2 * Continue this strategy next year * Actively encourage PP children to participate in extra curricular activities * Continue next year | **Employment of a TA to deliver interventions:**  **£15,106**  **£4,016**  **£3,000**  **£400**  **£300**  **£280** |
|  |  |  |  | Total Expenditure  £23,102 |