**Pupil premium strategy / self-evaluation**

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| 1. **Summary information** | | | | | |
| **School** | Laceby Acres Academy | | | | |
| **Academic Year** | 21/22 | **Total PP budget** | £44385 | **Date of most recent PP Review** | Sept 22 |
| **Total number of pupils** | 203 | **Percentage of pupils eligible for PP** | 18.62% | **Date for next internal review of this strategy** | Sept 23 |

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| 1. **Current attainment** | | | | | |
| End of KS2 Pupils | | | | *Pupils eligible for PP (5) Pupils)2020/2021* | *Pupils not eligible for PP (National Average)* |
| **% achieving expected standard or above in reading, writing & maths** | | | | **None released** | *N/A* |
| **Progress measure reading** | | | | **None released** | N/A |
| **Progress measure writing** | | | | **None released** | N/A |
| **Progress measure maths** | | | | **None released** | N/A |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | |
|  | | A number of our PP children have low aspirations and are also unable to access quality family time which impacts their social and emotional development and communication skills | | | |
|  | | Many of PP children do not have the access to experience wider opportunities | | | |
| **C.** | | The pandemic has further increased the number of children that are not at age related expectations. Attainment of PP children is low in comparison to their peers both in school and nationally | | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | |
| **D.** | | A number of our PP children have poor attendance and fall in to the persistent absence category this results in lost learning time. | | | |
| **E.** | | A number of our PP children come from families with additional needs and therefore variable support at home, this can impact the emotional resilience of the child | | | |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | **Success criteria** | | |
|  | Improved attendance and punctuality of pupil premium children  and reaching at least AREreaching ARE/GD | | Attendance of PP children is equal to that of non PP children  prpremium child | | |
|  | Pupil premium children have planned personal development to raise aspirations | | PP children are more focused. | | |
|  | Increase percentage of PP children that are at age related expectations | | Increase GLD and number off PP children meeting expected standards  challenge | | |
|  | Increased retention of knowledge across the curriculum | | Higher percentage of PP children meeting age related expectations | | |
|  | Pupil premium children have the same wider opportunities as non PP children | | PP children are able to access school clubs, visits and residential | | |
|  | Increase the emotional resilience and readiness to learn off PP children | | PP children are focused on their learning and make better progress | | |

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| 1. **Review of expenditure** | | | | | | | |
| **Previous Academic Year** | | | **20/21** | | | | |
| 1. **Quality of teaching for all** | | | | | | | |
| **Action** | **Intended outcome** | | **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 £105881.39** |
| Embed Essentials letters and sounds to support quality first teaching. | All members of staff to deliver high quality phonics with fidelity to a systematic synthetic phonics programme | | Children in EYFS made significant progress in word reading this year.  80% of children passing the phonics screening check | | ELS is being used for make accelerated progress in phonics. Subscription to this will be renewed.  New phonics lead appointed and will lead whole staff training on phonics as well as induced new staff for the 2022-2023 academic year. Staff to hold parent workshops on how we teach phonics and how parents can support their child with phonics at home. | |  |
| Provide an extensive CPD  Programme to continue to develop quality first teaching across the whole school.  This to include:  •ECT training  •Subject specific training  (e.g. Essential letters and sounds)  •NPQs for leaders  Recall and rentention strategies  Discplinary literacy  Writing to learn (Chris Quigley)  Secrets to success | All members of staff are able to deliver Quality First Teaching on a daily basis | | The quality of teaching is measured in a variety of ways: Learning Walks by Subject Leaders and SLT or through Enquiries led by other Principals/Vice Principals or members of the Enquire Learning Trust Central Team. There are regular work scrutinies, interviews with children and pupil progress meetings. All of the qualitative and quantitative data collected is analysed and a judgement on the quality of education is made. Quality First Teaching is being delivered across the school each day resulting in children making very good progress. | | A new extensive programme of CPD is outlined in out AIP 2022-2023 | | The Enthuse Partnership brought in additional funding to support schools across the Eastern Hub of the Enquire Learning Trust |
| Provide release time  for the Vice Principal to allow them to provide support to teachers to improve the quality of teaching across school through learning walks, monitoring activities, lesson studies and coaching. | All members of staff are able to deliver Quality First Teaching on a daily basis | | The quality of teaching is measured in a variety of ways: Learning Walks by Subject Leaders and SLT or through Enquiries led by other Principals/Vice Principals or members of the Enquire Learning Trust Central Team. There are regular work scrutinies, interviews with children and pupil progress meetings. All of the qualitative and quantitative data collected is analysed and a judgement on the quality of education is made. Quality First Teaching is being delivered across the school each day resulting in children making very good progress. | | CPD planning will continue to take place into 2022/2023 and will be detailed in the Academy Improvement Plan. | | Cost of external CPD (there is usually no cost for CPD offered by the Enquire Learning Trust) |
| Provide release time  for subject leads to allow them to provide support to teachers to improve the quality of teaching and to implement disciplinary literacy. | All members of staff are able to deliver Quality First Teaching on a daily basis | | Children to read, write and speak according to subject disciplines. This will increase progress in all areas of the curriculum. | | Disciplinary literacy and ‘writing to learn’ approaches are beginning to be used in some classes in some subjects. This needs further embedding and remains on our AIP for 2022-2023 | |  |
| 1. **Targeted support** | | | | | | | |
| **Action** | **Intended outcome** | | **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** |
| Targeted interventions to close gaps in learning | Increased percentage of children in receipt of PP funding attaining ARE and Greater Depth within each Year group | | We used catch up funding to employ a qualified teacher to deliver interventions for target children who were working below ARE or who were not on track to make the expected progress. There are still children who are not on track – these children are discussed in pupil progress meetings and Teaching Assistants deliver interventions for these children. | | Targeted interventions by Teaching Assistants are effective in helping children to ‘catch up’. We have found that both pre-teaching and precision teaching are particularly effective. | | Precision Teaching training came out of our Educational Pyschologist’s allocated hours |
| Nuffield Early Language intervention delivered by TA | Increased percentage of children in receipt of PP funding meeting the expected level in communication in EY | | Increased percentage of children in receipt of PP funding meeting the expected level in communication in EY | | Nuffield Early Language intervention was not delivered this year due to numbers of staff in EY | |  |
| 1. **Other approaches** | | | | | | | |
| **Action** | **Intended outcome** | | **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 £4107.65** |
| Provide a 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. | Individual emotional and learning needs are assessed and met | |  | |  | |  |
| Twist and Flip gymnastics offered without cost for children with low attendance and persistent absentees/and/or punctuality issues | Overall attendance is above national | | Attendance of some pupil premium children is a cause for concern. We will continue to work closely with our EWO. We hold SAP meetings for those who are ‘Persistent Absentees’ and will prosecute parents if necessary.  The introduction of Twist and Flip gymnastics increased the attendance of some PP and decreased the number of persistent absentees. | | Next year we are going to hold an early morning exercise class/breakfast club. Pupil Premium Children will be prioritised for these two clubs in order to encourage higher levels of attendance. We will continue to work closely with our EWO | | Educational Welfare Service Level Agreement - |
| Attending school extra curricular activities for free  No charge for school visits | Increased opportunities to participate in extra-curricular activities | | We encourage attendance at extra curricular activities but there are a number of our Pupil Premium children who do not take up these opportunities. We do however ensure that Pupil Premium children are represented on any in school committees e.g. School Council, ECO committee. We also ensure that they are represented in any pupil voice work that we undertake. | | We will continue to encourage attendance at extra-curricular activities. | |  |
| 1. **Planned expenditure** | | | | | | | |
| **A Academic year** | | **2022/2023** | | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** |
| To ensure that all pupils are writing creatively, accurately and succinctly across all disciplines within the primary curriculum | The children are trained to access the academic language and conventions of different subjects impacting on the quality of reading and writing outcomes across the curriculum  Children are able to retrieve, record and explain their learning in all disciplines within our curriculum  The children demonstrate high levels of oracy | | * Children will be reading a range of high quality texts to secure outstanding learning and retention of knowledge across the curriculum * Subject Leaders/Experts will be talking confidently about what Disciplinary Literacy looks like within their subject * Children will be using a range of strategies to explore vocabulary in depth, in particular subject specific vocabulary * Work scrutiny and pupil voice provide evidence of the strong use of ‘golden sentences’ * Children independently choose and read a wide range of high quality texts which they are using to develop their subject knowledge and understanding across the curriculum * Children confidently articulate a love of reading * Teachers are confident to identify ‘link texts’ to deepen learning and expand understanding | * Continue to carry out research into Disciplinary Literacy (SC/HK/OW) * English expert to work with Subject Experts to develop Disciplinary Literacy in each subject (OW) * Develop CPD plan in order to develop the culture and build the expertise base (SC/HK) * Revisit the the Laceby Acres Reading Process (OW) * Deliver staff training about ‘Writing to Learn’ through a small steps approach allowing teachers to practise each step embedding it in their pedagogical approaches – curriculum implementation(SC/HK/OW) * Research best practice in ‘Talk for Learning’ * Work with subject leaders to answer the questions ‘What is unique about your subject discipline in terms of speaking and listening/oracy? * Revisit our approach to developing vocabulary and ensure that all subject leaders are aware of the expectations for vocabulary understanding in their subject, particularly in the Foundation Stage and KS1.(SC) * Evaluate the quality and complexity of existing reading materials in school to support reading and writing across all areas of the curriculum (SC/HK/OW) * Introduce the concept of link reading through the work of Bob Cox * To develop a reading ethos within the school, which encourages the children to become independent/active participants in their own reading journey (moving beyond the phrase ‘love of reading’ | | SC/HK | By using the termly milestones |
| To develop our pupils into self-regulated learners, who are aware of their own strengths and weaknesses and who can motivate themselves to engage in and improve their learning – this is through metacognition | Children are able to confidently talk about themselves as learners  Children are able to provide a narrative about prior learning  Children are able to independently identify strategies and solutions to solve a problem | | * Teachersare explicitly teaching children metacognitive strategies * Teachers aremodelling their own thinking to help pupils to develop their metacognitive and cognitive skills * Teachersare setting an appropriate level of challenge to develop pupils’ self regulation and metacognition (they take the children into the ‘liminal space’) * Teachers are promoting and developing metacognitive talk in the classroom * Children are organising and effectively managing their learning independently * Threshold concepts shape children’s thinking within each subject of the curriculum developing their cross curricular learning and promoting expertise | * Review the behaviour policy with regards to intrinsic motivation for behaviour for learning * Attend Trust CPD – Thinking Matters and Kate Jones * Research the work or the Froebel Trust with regards to metacognition in the Early Years * CPD around the use of Working Walls to support metacognition * Research subject specific metacognition * Subject experts to provide CPD on retrieval practices, spaced learning, interleaving within their subjects * To investigate how to use the EYFS Characteristics of Effective Learning across the year groups * English expert to deliver CPD on the use of Golden Sentences to support discussions about learning * CPD about the use of effective questioning to support learning across the curriculum * Further develop the use of Knowledge Organisers across the curriculum * To research how to further develop the use of talk partners and collaboration within the classroom * Research into ‘Rosenshine’s Principles’ * Learning Journals/Learning Circle Times | |  | By using termly milestones. |
| To continue create an exceptional Cultural Capital offer which will have a significant impact on the personal development of our children. | To meet all of the requirements to secure a judgement of outstanding for personal development  To raise the aspirations of our children through increased exposure to a range of cultural opportunities | | * Children are motivated and have positive attitudes towards their learning * Children are committed to their learning * Children know how to study effectively and do so * Children are resilient to set backs * Children take pride in their achievements * Children have access to a coherently planned range of Cultural Capital experiences * Behaviour for learning is outstanding * Attendance is high * Cultural Capital is the ‘spine’ of our curriculum | * Review and refine the use of the Jigsaw PSHE scheme across the school to ensure that we have a coherently planned approach to the teaching of PSHE with particular regard to its contribution to Personal Development * Revisit and embed the ‘Secrets of Success’ and explicitly link this to the development of Character Education * PSHE subject leader to monitor and evaluate the impact of our PSHE curriculum particularly with regards to vulnerable children * A range of extra-curricular opportunities is coherently planned so that all children benefit from our Cultural Capital offer including talent and super curriculum. Ensuring that all vulnerable children are included * Monitor the use of the art room to ensure it is being used to deliver outstanding lessons in Art and Design particularly using pupil voice * The school is working towards achieving the Eco Schools Green Flag status * A cookery curriculum has been designed and use of the cookery room is monitored using pupil voice * The Cultural Capital offer is reviewed and a coherent plan for visitors and visits is developed * Develop community links * Work on developing the range and amount of visitors coming into school to raise aspirations – map out the 50 non negotiables * Start working towards achieving the Artsmark Award participate in North East Lincolnshire Creative Partnerships * Continue to develop the Roles and Responsibilities of the children * Introduce the Laceby Acres University * Evaluate the curriculum to ensure that cultural capital is a part of curriculum design and not an additional aspect of teaching – it is a golden thread running through all aspects of school life * Evaluate the curriculum to ensure that it celebrates and embraces different backgrounds, heritage, language or traditions * Develop the MFL curriculum to include cultural education * PSHE Subject Expert to use pupil interviews to monitor the teaching of protected characteristics and to establish a focus for the ‘Spotlight’ * Further develop the use of Subject Ambassadors | |  | By using termly milestones |
| **Total budgeted cost** | | | | | | |  |
| 1. **Targeted support** | | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** |
| Targeted intervention/support for all Pupil Premium children to ensure they reach ARE in all year groups | Increased percentage of Pupil Premium children attaining ARE in each year group across the school. | |  | Use of formative and summative assessment data to identify target children  Pupil Progress Meetings with teachers to identify the interventions required  Interventions planned and then delivered by Teaching Assistants  In school monitoring: work scrutiny, learning walks, pupil voice | | SC/HK | Half Termly |
| **Total budgeted cost** | | | | | | | **45308.00** |
| 1. **Other approaches** | | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** |
| Establishing a ‘Well Being Room’ to support vulnerable pupils | To develop confidence and resilience, as well as raising aspirations | | There will be a well resourced, dedicated space for delivery of interventions which support vulnerable pupils emotionally and socially. The well being of these pupils will be improved. | Well resourced space  Pupil Progress meetings are used to identify children who would benefit from this well being work  CPD for staff who will lead the small group sessions  Strong communication with parents  Pupil voice to measure the impact | | SC/KC | On going review of practice, 6 weekly process. |
| SAS and Educational Psychology Assessments | To identify the needs of those children who are not achieving ARE or making good progress | | Although we can identify what interventions may be used to support a child, we often need more specialist support once a range of strategies have been used. The SAS and EP assessments give us much more clarity around what the child’s needs are and we are then given specific interventions to use. | Half termly meetings with the SAS team and our EP to have initial discussions about a child  Gain parental permission to refer in to a service  Make the referral  Follow suggested strategies  Take advice on when to move onto the next stage of the SEND code of practice | | KC | Half termly reviews – in school  Termly reviews with parents |
| Continue to fund extra curricular activities for our Pupil Premium children | Pupil Premium children participate in a range of extra curricular activities | | The Pupil Premium children will extend their range of experiences and will not be prevented from participating in activities because of a lack of money. | Parents of Pupil Premium children are kept up to date with the range of activities available and know that there is no charge for their children | | SC/DT | Planned timetable for extra curricular activities.  Monitoring of attendance |
| **Total budgeted cost** | | | | | | |  |
| 1. **Additional detail** | | | | | | | |
| We provide free sweatshirt/cardigan at the start of each school year for each Pupil Premium child.  Costs –  £ TA’s £103752.07  Support staff training - £690  Teacher Training - £1589  Recruitment - £1000  Westfield Health - £993.60  Educational IT subscriptions - £894.40  Ed Psych - £2954.48 | | | | | | | |