**Pupil premium self-evaluation from 2022/2023 and overview of the Strategy for 2023/2024**

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| 1. **Summary information** | | | | | |
| **School** | Laceby Acres Academy | | | | |
| **Academic Year** | 22/23 | **Total PP budget** | £52630 | **Date of most recent PP Review** | Sept 23 |
| **Total number of pupils** | PP = 43/206 | **Percentage of pupils eligible for PP** | 20.9% | **Date for next internal review of this strategy** | Sept 24 |

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| 1. **Current attainment** | | | | | |
| End of KS2 Pupils | | | | *Pupils eligible for PP 2022/2023* | *Pupils not eligible for PP (National Average)* |
| **% achieving expected standard or above in reading, writing & maths** | | | | 50% (4 out of 8) | *66%* |
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| 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 pupil premium children 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. | | | |
|  | | A number of our Pupil Premium children have poor attendance falling into the persistent absence category. This results in lost learning time therefore and slows progress towards closing any gaps in learning. | | | |
| **C.** | | 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. Several of our Pupil Premium children are ‘time poo’ which impacts on their social and emotional development as well as their communication skills – this in turn has an impact on academic performance. | | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | |
| **D.** | | Many of our Pupil Premium children from disadvantaged backgrounds do not have the chance to experience wider opportunities. | | | |
| **E.** | | Some of our Pupil Premium children come from families with members with additional needs and therefore support from home is variable. | | | |
| **F.** | | Some of our Pupil Premium children are still being impacted as a result of the pandemic. | | | |
| 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 on their learning and make better progress. | | |
|  | Increase percentage of PP children that are at age related expectations | | Increase GLD and number of 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 visits | | |
|  | Increase the emotional resilience and readiness to learn of PP children | | PP children are focused on their learning and make better progress | | |

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| 1. **Review of expenditure** | | | | | | | |
| **Academic Year** | | | **22/23** | | | | |
| 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** |
| Provide an extensive CPD programme to develop quality first teaching across the whole school – including: Writing to Learn, Bob Cox Link Reading, Restorative Practice, Kate Jones Retrieval practice strategies | All members of staff provide quality first teaching including using new skills and knowledge gained as a result of our CPD offer. | | Monitoring activities’ (Lesson Observations, Learning Walks, Enquiries, Subject Deep Dives, Work Scrutinies, Pupil Voice) evidence told us that teachers are using a range of new skills, knowledge and strategies to provide Quality First Teaching. Analysis of termly summative data also told us which children are on track to achieve ARE and informed us of who our mission critical children are, enabling us to plan interventions appropriate to the children’s needs. | | We will continue to use high quality CPD to secure Quality First Teaching. Next year we will produce a strategically planned CPD timetable in order to ensure that all CPD has a measurable impact in school. Much of this CPD is detailed in our AIP for 2023/2024 | | Recruitment - £500  Westfield Health - £1316  Teacher CPD - £3800  Teacher to release VP one day a week - £1460 |
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| Provide release time  for the English Subject Leader 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 and the concept of Disciplinary Literacy is embedded in lessons. | | Children are becoming more confident in talking about, reading about and writing about their learning in the different disciplines within our curriculum. Work scrutiny activities provide us with examples of disciplinary reading and writing and we are seeing pieces of writing which support the children in delivering a narrative about their learning. | | Disciplinary literacy and ‘writing to learn’ approaches are beginning to be used in more classes in more subjects. This needs further embedding and remains on our AIP for 2023-2024. We are going to look into purchasing the Writing to Learn training for all members of staff in order fully embed this approach. | |  |
| Release time for the Vice Principal to work alongside Subject Leaders to secure fidelity to the school’s approach to subject leadership. | All subject leaders are confident to talk about all aspects of their subject. (Deep Dive) | | All subject leaders know and can talk about attainment and progress for children in their subject. They are able to check that the planned curriculum is being taught and are able to monitor the quality of outcomes within the children’s books. The subject leaders are able to collect the VOC for their subject area. The children who are subject ambassadors are involved in monitoring activities for their subject. We always include some Pupil Premium children when collecting | | Continue to use the ‘Long Table Exercise’ as a tool to monitor the quality of learning outcomes in each subject within the curriculum. Also to check that we have fidelity to our intent and implementation statements and also to our long term/medium term planning documents. | |  |
| Principal and Vice Principal time to conduct learning walks to identify the next ‘tweak of the week’ to further develop our Quality First Teaching offer. | The ’Tweaks of the Week’ are having a positive impact on learning outcomes. | | EEF Toolkit: High Quality Teaching <https://educationendowmentfoundation.or.uk/support-for-schools/schoolimprovement-plannning/1-hight-qualityteaching>. We have found that great teaching is the most important lever that we have to improve the attainment of the children. Every teacher is supported to deliver quality first teaching and we find that by ‘tweaking’ our pedagogies we allow teachers the freedom to ‘have a go’ at something new, whilst keeping the work load manageable. | | Continue to use learning walks to identify possible ‘tweak of the week’s. These learning walks will be repeated to try to measure the impact of each ‘tweak’ | |  |
| 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 for PP children – deployment of teaching assistants. | Increased percentage of children in receipt of PP funding attaining ARE and Greater Depth within each Year group | | We deliberately use our school budget to secure the very best Quality First Teaching across the school. We include our Teaching Assistants in this process. The teaching assistants deliver high quality targeted interventions either on a one to one basis or to small groups. They also support learning within the classroom. Sometimes they may take a small group out to provide more support through scaffolding or modelling or they may work within the classroom; giving feedback at the point of learning or supporting with live marking.  EEF – ‘small group tuition has an average of 4 months additional progress over the course of the year. | | Targeted interventions by Teaching Assistants are effective in helping children to close gaps in learning. We have found that both pre-teaching and precision teaching are particularly effective and it is more simple to measure the impact of these interventions. | | Precision Teaching training came out of our Educational Pyschologist’s allocated hours.  TAs - £77228 (does not include on costs)  TA training - £1000  Educational IT programmes - £1000  Educational IT equipment - £1000 |
| Purchase of the Curiosity Approach Accreditation materials. | Increased percentage of children achieving GLD in the EYFS | | The school’s EYFSP good level of development increased by 6.7% from 70% in 2021/2022 to 76.7% in 2022/23. This is the equivalent of approximately 2 more children achieving a good level of development in 2022/23 to 2021/22. Our GLD was 9.5% higher that the national average of 67.2%. | | We have not yet achieved the Curiosity Approach accreditation due to some staffing issues within the EYFS last year. We have therefore carried this over into the 2023/2024 academic year. | | Accreditation Materials - £1500 |
| Targeted support for PP children who are also in the bottom 20% of readers to be read with on a daily basis – deployment of Teaching Assistants. | Increased percentage of PP children reading at age related expectations at the end of KS1 and KS2 | | All pupils – KS1 - The school’s expected standard percentage in reading increased by 6.7% from 73.3% in 2021/2022 to 80.0% in 2022/23/ This is the equivalent to approximately 2 more pupils achieving the expected standard in 2022/2023 compared to 2021/22. The school **rose 18** places in the percentile rankings between 2021/22 and 2022/23, from 34 to 16.  All pupils – KS2 -From a cohort of **27 pupils** in the school at the end of Key Stage 2, **85.2%** achieved the expected standard in Reading, a total of **23 pupils**. **14.8%** achieved a scaled score < 100 in Reading in your school, a total of **4 pupils**. **33.3%** achieved a higher standard in Reading, with a scaled score equal to or greater than 110, or equivalent TA result, a total of **9 pupils**. **85.2%** achieved the expected standard in Reading in your school, **12.4% higher than** the National average of **72.8%**. This is equivalent to **3 more** pupils in the school achieving the expected standard compared to the National average. The school has been above the National average **2 times** in the last 3 academic year(s) for the expected standard in Reading. | |  | |  |
| 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** |
| 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 | |  | |  | | Jisaw PSHE Curriculum - £1194  Visits for PP Children - £214.50 |
| 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 - xxx |
| 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** | | **2023/2024** | | | | | |
| 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 * All children leave the EY able to read | * English expert to work with Subject Experts to develop Disciplinary Literacy in each subject (OW) * Develop the reading process for EY and KS1 * Work with subject leaders to answer the questions ‘What is unique about your subject discipline in terms of speaking and listening/oracy? * Rigorous and consistent interventions for phonics and reading squad (change in use of TA’s) * Weekly learning walk into the high quality teaching of phonics * 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) e.g. books to be read for each year group * 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’) * Mystery reader introduced throughout school * Phonics lead to ensure early reading covers 7 aspects * Reading interventions e.g. Reading Plus, Lexia, Launch Pad to Literacy * Nursery rhyme challenge introduced in EY   Staffing changes in KS1 | | SC/HG/OW | By using the termly milestones |
| To ensure that ‘quality’ is embedded in all that we do at Laceby Acres Academy | Children who are intrinsically motivated to produce ‘beautiful work’  All children behave well in all aspects of school life  Achieving national awards e.g Arts Mark, Music Mark, Eco Schools, Curiosity Approach | | * Quality is evident in children’s work books * Displays celebrate beautiful work across the curriculum * Lunch times give the children a high quality dining experience and peer to peer support is evident * SEND children and their families are placed at the very centre of our provision * The children are fully involved ambassadors across the work of the school * We have a first class CPD plan in place based on the Trust offer but including other bespoke opportunities according to the needs of our school and our staff | * Character Education- be kind, be humble, be responsible, be honest, be brave and be determined (to replace secrets to success, one focus per half term. Revisit and embed the ‘Secrets of Success’ and explicitly link this to the development of Character Education * Family groups for lunch times * Shared areas/hall development- How we look exceptional? * Handwriting CPD- what does beautiful learning look like (order exercise books), double page spreads * Arts Marks award (JB) * Eco Award (KD) * Laceby Acres University * Wellbeing room- ELSA - (Elsa £600) * SEND Provision- sleep workshops, healthy eating etc * Curiosity Approach accreditation * Literature review- about school uniqueness * Student leadership * Lunchtimes- playground- scrap store. Opal, Sports Premium * Purchase resources for curriculum (cookery room, wellbeing and music) * Furniture/resources EYFS * Create specialist areas for delivering aspects of the curriculum e.g. music, art, wellbeing and cookery * Develop the MFL curriculum to include cultural education – use of Lyfta to support this * 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 * Use of GTT to underpin our CPD offer (JB) | |  | By using termly milestones. |
| To develop a balance between developing children’s understanding and its associated use of informal and diagrammatic methods with instruction in efficient methods that accurately and consistently reveal new patterns and connections of number. | Successful curriculum progression is planned, focusing on core content to develop pupil’s motivation to allow more breadth and depth later  Foundational knowledge, particularly proficiency in number, will give pupils the ability to progress through the curriculum at increasing rates later on  Pupils will develop a positive attitude towards mathematics as they are increasingly successful in it  Accurate use of mathematical vocabulary is embedded across the school | | * Data from times tables tests indicates that retention of times tables facts is strong * Evidence from pupil voice shows that the children view themselves as confident mathematicians * The percentage of children achieving greater depth in mathematics by the end of the year is increasing * Parents have the tools to support their children in the development of mental maths strategies * Manipulatives are included in our pedagogical approaches to the teaching of mathematics |  | |  | By using termly milestones |
| To secure higher than national GLD at the end of the Reception Year as a result of outstanding provision both in the indoor and outdoor learning environments. | GLD is higher than Nationally – 85%  Learning both indoors and outdoors is graded as outstanding | | * We will see children who are resilient, reflective, curious and independent learners * Children who can talk about themselves as learners to curious grown ups * Outdoor learning will be very different to indoor learning * Indoor learning promotes independence with children who are highly engaged in their play, they use open ended resources to promote curiosity * High quality interactions between adults and children * Prompts and provocations motivate the children to engage with the learning activities * Strong partnerships with parents and the onsite day care * By the end of the reception year all children will be able to read and write independently | * Implement the new EYFS curriculum * Subject experts to spend a day in EYFS monitoring the development of their subject within the Early Years. * Subject experts to plan knowledge organiser linked to their subject and the substantive knowledge is identified * To write an Early Years vision statement and policy based on research into the most effective Early Years practice * To share the theories behind Early Years practice – Alister Bryce Clegg, Anna Epgrave , Greg Botrill, Ferre Leveares, Nicholson’s theory of loose play, the Curiosity Approach * CPD for all staff on effective Early Years Practice * Redesigning the indoor learning environment to promote independence and challenge * Redesigning the outdoor learning environment to ensure that the outdoor provision is not just indoor learning taken outdoors * CPD for EYFS staff on high quality interactions and outdoor provision * Phase meetings looking at planning for continuous provision * Developing relationships with parents – parent partnerships * Froebel work around self-regulation * Review of the staff roles and responsibilities and the structure of the day * Use Little Wandle to deliver immediate interventions so that all children keep up plan the approach to the development of early reading skills * Review assessment strategies for the EYFS – planning the cycle for tracking and monitoring progress | |  | By using Termly Milestones |
| 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/HG | Half Termly |
| 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/HG | 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 SEND 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 | | HG | 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 |
| 1. **Additional detail** | | | | | | | |
| We provide free sweatshirt/cardigan at the start of each school year for each Pupil Premium child. | | | | | | | |