# Pupil Premium Strategy Statement



## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Laceby Acres Academy |
| Number of pupils in school | 209 |
| Proportion (%) of pupil premium eligible pupils | 22.38% (47) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024 - 2027 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Sharon Clapson |
| Pupil premium lead | Sharon Clapson |
| Governor / Trustee lead | J. Osbourne |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £70891 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £70891 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Laceby Acres Academy we are determined to ensure that every single child in the school is able to reach their full potential. There are no excuses and nothing is left to chance – everyone can achieve regardless of their background or ability. We use our Pupil Premium funding to allow us to deliver bespoke interventions for our most vulnerable children. These interventions may focus on academic progress but they are also used to focus on the well-being of these children too. We support children to behave well, to attend school regularly and to become socially and emotionally literate. We are committed to meeting our pupils’ pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected, and entitled to develop to their full potential.  We teach using a mastery approach to learning. All lessons are planned around the Threshold Concepts for each subject. All children are working towards fully understanding these concepts. Therefore, our Pupil Premium funding is used to ensure that there is a teaching assistant working in all classrooms. Their role is to offer the extra support to allow all pupils to access the same learning. Differentiation is always through the amount of support a child requires; children are not simply given an easier task to complete. Our aim is to remove the barriers to learning for all children.  The EEF state that ‘many of the most effective ways to improve attainment, including improving the quality of teaching, will also benefit other groups.’ At Laceby Acres we full embrace this philosophy. The EEF also recommend a tiered approach to spending. Therefore, our top priority is to spend money on teaching.  Overall Objectives  •To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and internally.  • For all disadvantaged pupils in school to meet nationally expected progress in order to reach age related expectation by the end of year 6.  •To widen opportunities for disadvantaged pupils.  Key Principles  By following these principles, we believe we can maximise the impact of our pupil premium spending:  •High expectations- providing a culture where staff believe in children and no  excuse is made for underperformance.  •High profile-diminishing differences in attainment receives the highest priority in school. We adopt a whole school approach to identifying pupils needs and the  barriers to their learning. (Pupil Premium profiles are completed each term).  •Early Intervention-recognising that high quality early years provision with a strong emphasis upon developing language and communication skills, early reading and number acquisition is crucial to all pupils, particularly those who have experienced disadvantage in early life.  •Inclusive provision-acknowledging that pupil premium pupils are not always socially disadvantaged and at the risk of underachievement. Likewise, there are many pupils that we consider to be vulnerable that are not in receipt of additional funding.  •High Quality First Teaching and Learning-recognising that the biggest factor in high standards of pupil attainment is high quality teaching and learning. Quality first teaching remains at the forefront for all pupils. We ensure consistent application of key pedagogies for learning, learning behaviours and assessment for learning is given priority through our appraisal systems and continuous professional development.  Strategies  •Identifying Need-Staff assess the progress of PP pupils regularly, talk to pupils and families.  •Identifying barriers to learning-some barriers can be short term and some long term in nature. We work with pupils and families to identify these barriers and address them in order for pupils to achieve their maximum potential.  •Use of Data-Performance data is analysed each term in order to evaluate  performance of all pupils. Comparisons are then made between disadvantaged  and non-disadvantaged groups across the school. The data then informs future  provision. Pupils who are not making expected progress will receive specific intervention aimed at accelerating their progress.  •Provision-We recognise that all of our pupils are individuals with varying needs and as such we deploy a wide range of strategies to ensure they achieve the highest standards of attainment. Provision is changed frequently according to level of impact and emerging needs.  Our provision includes:  ✓Small group intervention and 1:1 support  ✓Speech and language support  ✓ELSA and Compass Go-emotional support  ✓High quality feedback  ✓Specialist teaching  ✓Music lessons  ✓Extra-curricular opportunities  ✓Whole school CPD to ensure quality first teaching and provision  This list is not exhaustive and will change according to the needs and support our  disadvantaged pupils require. |

## Challenges

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

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| 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. |
| 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. |
| 6 | A number of our PP children have been significantly impacted as a result of the pandemic emotionally. |

## 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.

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| 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.  Baseline data from start of strategy:  School attendance:  School disadvantaged attendance:  School non-disadvantaged attendance: |
| Pupil Premium children have planned Personal Development which raises aspirations. | PP are focussed on their learning and as a result.  make better progress across the academy. |
| Increase the percentage of children that are at age related expectations. | Increase in GLD for Pupil Premium children.  PP children have met age related expectations in reading.  PP children have met age related expectations in writing.  PP children have met age related expectations in maths. |
| Increased retention of knowledge across the curriculum | Higher % of PP meeting age related expectations.  Increase in GLD for Pupil Premium children.  PP children have met age related expectations in reading.  PP children have met age related expectations in writing.  PP children have met age related expectations in maths. |
| 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. |

## Activity in this academic year

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8003.20

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide an extensive CPD.  Programme to continue to develop quality first teaching across the whole school.  This to include:   * ISHA (improvement in handwriting through art-October 2023). * Writing to learn (Chris Quigley- April 2024) * Early Language Development and developing school’s reading culture. * Rigorous whole school CPD plan * Better view of reading * Lego therapy * ELSA * Use of GTT | The EEF Pupil premium guide states that improving quality first teaching should be the first priority.  We are providing a CPD budget to allow teaching staff at all levels to develop their pedagogical skill and improve classroom teaching.  We believe that an investment in improving teaching and high quality first teaching is the key to success for all. | 4 |
| 1Provide release time  for subject leads to allow them to provide support to teachers to improve the quality of teaching and to implement disciplinary literacy and to spend time in EY | Building on the above evidence base subject leads will have specific time to support teachers in ‘Improving Classroom Teaching’.  This uses evidence informed approaches to develop staff e.g. disciplinary literacy. | 4 |
| Vice Principal role to become a non-teaching role to support staff in high quality first teaching.  Vice Principal to take on the role of SENDCO. | The EEF Pupil premium guide states that improving quality first teaching should be the first priority.  See EEF Toolkit: High Quality Teaching https://educationendowmentfoundation. org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching ‘The best available evidence indicates that great teaching is the most important lever schools must 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.’ | 4/5 |
| Introduction of the nursery rhyme challenge in EYFS. | The use of nursery rhymes and storytelling is one of the EEF’s 7 recommendations for improving literacy outcomes. | 4 |
| 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 |
| Release time for the Vice Principal to work alongside subject leads to ensure EYFS children acquire the skills and knowledge they need to meet the demands of the KS1 and KS2 curriculum. | See EEF Toolkit: High Quality Teaching https://educationendowmentfoundation. org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching ‘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.’ | 4 |
| Dedicated time for the Principal and Vice Principal to conduct weekly lesson walks to continually improve our practice. | See EEF Toolkit: High Quality Teaching https://educationendowmentfoundation. org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching ‘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.’ | 4 |
| Release time for members of SLT to conduct learning walks and support members of the staff with continually improving practice. | See EEF Toolkit: High Quality Teaching https://educationendowmentfoundation. org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching ‘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.’ | 4 |
| Dedicated weekly release time for the phonics lead to ensure the high quality teaching of phonics and early reading. | EEF toolkit: Phonics has a positive impact (+5 months). Extensive evidence shows that it is an important component in the development of early reading, particularly for children from disadvantaged backgrounds. | 4 |
| Dedicated release time for assessment lead to analyse data and evaluate trends for all groups and a particular focus on PP children and mission critical children to ensure high quality first teaching for all. | See EEF Toolkit: High Quality Teaching https://educationendowmentfoundation. org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching ‘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.’ | 4 |
| CPD for staff through NPQ to ensure high quality leadership throughout school which will impact quality of teaching and outcomes for PP children. | 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. | 4 |

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

Budgeted cost: £104306

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Teaching assistants used across the school for targeted intervention of PP children.  SLT to devise an intervention timetable for the whole school for targeted intervention with specific strategies (ELSA, sensory circuit, Lego therapy, toe by toe, WellComm, precision teaching and plus 1/power of 2). | The EEF state that ‘small group tuition has an average of 4 months’ additional progress over the course of the year.  The EEF also states that ‘effective deployment of teaching assistants (TAs) is critical.’ | 4 |
| WellComm intervention delivered by TA for support PP children with SALT. | The EEF state that ‘small group tuition has an average of 4 months’ additional progress over the course of the year.  The EEF also discuss how oral language approaches have a high impact on pupil outcomes. | 4 |
| Launchpad for Literacy used to support PP with early reading. | The EEF state that ‘small group tuition has an average of 4 months’ additional progress over the course of the year.  The EEF also discuss how oral language approaches have a high impact on pupil outcomes. | 4 |
| Release time for the PSHE lead to host monthly sessions with Year 5/6 to decide on the spotlight focus. | 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. | 5/6 |
| 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. | 4 |
| 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. | 4 |
| Access to further support from the Educational Psychologist and the LA Special Advisory Service to provide training and strategies to support PP. | The EEF states that ‘school leaders should pay careful attention to the 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.’ | 5/6 |

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

Budgeted cost: £7694

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| 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. | 5/6 |
| Development of wellbeing/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). | 5 and 6 |
| Weekly Jigsaw PSHE sessions to support wellbeing and a greater engagement in learning. | The EEF state that “social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year”. | 5 and 6 |
| 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 and 3 |
| Rasing the profile of subject ambassadors | 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 and 3 |
| 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 and 3 |
| Trips offered without cost for children in receipt of Pupil Premium. | The EEF state that ‘enriching education has intrinsic benefits’ and that ‘that enrichment approaches can directly improve pupils’ attainment.’ | 3 |
| 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 |
| Introduction of termly enterprise projects | The EEF state that ‘enriching education has intrinsic benefits’ and that ‘that enrichment approaches can directly improve pupils’ attainment’ | 2 and 3 |
| Planned half termly parent and child play sessions | The EEF state that ‘Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.’  Evidence from the EEF [Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. | 2 and 4 |
| Develop community links across the year | The EEF state that ‘Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.’  Evidence from the EEF [Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. | 2 |
| Creation of a PP champion from with SLT | 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 |
| 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.’ | 3 |
| 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. | 1, 5 and 6 |
| Creation of specialist teaching spaces such as cookery and art room and the purchase of new resources to engage children in different subject disciplines. | The EEF state that ‘enriching education has intrinsic benefits’ and that ‘that enrichment approaches can directly improve pupils’ attainment’ | 2 and 3 |

**Total budgeted cost: £120003.20**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| Overall progress during academic year 22/23 continued to be positive.  Include whole school data for PP and Non-PP  Attendance data for PP and Non  SEND data and % on SEND register who are PP. |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | NA |
| What was the impact of that spending on service pupil premium eligible pupils? | NA |