# 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 | 204 |
| Proportion (%) of pupil premium eligible pupils | 18.62% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 - 2024 |
| Date this statement was published | 1st October 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Sharon Clapson |
| Pupil premium lead | Sharon Clapson |
| Governor / Trustee lead | J.Holbrook |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £44385 |
| Recovery premium funding allocation this academic year | £4785 |
| 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 | £49170 |

# 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, ability or the impact of the pandemic. 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 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 priroty is to spend money on teaching. |

## 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 | The pandemic has further increased the 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. This has been further exacerbated by the pandemic when a number of Pupil Premium children were learning at home. |

## 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 chidren  PP children have met age realted 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. |
| 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 focussed 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: £7076.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embed Essentials letters and sounds to support quality first teaching. | Phonics has a positive impact overall and as the EEF state ‘is an important component in the development of early reading skills’. | 4 |
| 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 | 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. Specific courses are also backed up by evidence e.g. for phonics training, phonics is also stated by the EEF as having a significantly positive impact on attainment (+5 months). | 4 |
| 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. | Building on the above evidence base the Vice Principal will have specific time to support teachers in ‘Improving Classroom Teaching’.  This uses evidence informed approaches to develop staff e.g. discplinary literacy, Sherrington’s questionning skills and Oli Cav recall and rentention strategies. | 4 |
| Provide release time  for subject leads to allow them to provide support to teachers to improve the quality of teaching and to implement discplinary literacy. | 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. discplinary literacy. | 4 |
| Provide release time  for the Vice Principal to amend the behaviour policy. |  | 5 |

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

Budgeted cost: £80228.00

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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. | The EEF state that ‘small group tuition has an average of 4 months’ additional progress over the course of the year. | 4 |
| 1:1 support as part of the school led tutoring programme | One-to-one tuition is highlighted by the EEF as having a significant positive impact on pupil attainment (+5 months).  Through the NTP we are using a 1:3 approach. The EEF state, “Approaches that ... deliver instruction in small groups rather than one to one have smaller positive effects”(EEF Toolkit)  We use White Rose maths tuition, ensuring the content is exactly matched to our maths curriculum.  We will use Essential letters and sounds, ensuring the content is exactly matched to our phonics programme. | 4 |
| Nuffield Early Language intervention delivered by TA | 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 |
| Provide an apprentice teacher  in Year 6 to provide targeted academic support during the course of the school year. | Teaching Assistant interventions are highlighted by the EEF as having a positive impact on pupil  attainment(+4 months).  The EEF state, “Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact”. | 4 |
| Continue to provide access to Times Tables Rockstars and Numbots for all children in school.  Encourage children to use these at home. | Homework is highlighted by the EEF as having a significant positive impact on pupil attainment (+5 months).  Two of the EEF key findings are, “Homework that is linked to classroom work tends to be more effective”. | 4 |

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

Budgeted cost: £*1408.50*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide a pastoral teaching assistant to allow children with  significant barriers (either scial  emotional and mental health or  cognition and learning) to access their learning and make progress. | 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 theapy and ELSA support. | 5 |
| 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 acadmic outcomes over the course of an academic year”. | 5 |
| Structured approach to assembly linked to secrets to success. |  | 5 |
| Introduction of Stemmillions club specifically for PP children. |  | 2 and 3 |
| Introduction of subject ‘ambassdors’ to raise aspirations. |  | 2 and 3 |
| Links with Franklin college to raise aspirations and to provide a range of both acadmic and non acadmic after school clubs. |  | 2 and 3 |
| Links with Hull University to raise aspirations. |  | 2 and 3 |
| Trips offered without cost for children in receipt of Pupil Premium.  Breakfast club will be offered to a number of children in receipt of PP who are seen as most in need. |  | 1 |
| Introduction of the 50 things to do before you leave Laceby Acres and 50 things to experience before turning 5. |  | 2 |
| Further CPD for staff on emotion coaching. | The EEF state that “social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in acadmic outcomes over the course of an academic year”. | 5 |

**Total budgeted cost: £88712.50**

# 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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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?* |

## 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 |