# 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 | 203 |
| Proportion (%) of pupil premium eligible pupils | 18.23% (37) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022 - 2024 |
| Date this statement was published | 16th September 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Sharon Clapson |
| Pupil premium lead | Sharon Clapson |
| Governor / Trustee lead | R. Clayton |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £52630 |
| Recovery premium funding allocation this academic year | £5510 |
| 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 | £58140 |

# 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 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 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 | 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. This has been further exacerbated by the pandemic when a number of Pupil Premium children were learning at home. |
| 6 | A number of our PP children have been significantly impacted as a result of the panademic both acadamically and 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 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. |
| Increase the emotional resilience and readiness to learn of disadvantaged learners who have been signficanlt impacted as a result of the pandemic. |  |

## 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 |
| Provide an extensive CPD  Programme to continue to develop quality first teaching across the whole school.  This to include:  • Writing to learn  Bob Cox’x lLink reading training  Restortiave practice  Kate Jones’ retrieval practice strategies | 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. | 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 linked to our work on restorative practice. | The EEF state that ‘There’s a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons’. | 5/6 |
| 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 |
| Release time of the Vice Principal to work alongside subject leads to become subject experts. | 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 highquality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’ | 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 highquality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’ | 4 |
| Release time for the Vice Principal to conduct weekly lesson walks to identify the tweak of the week 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 highquality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’ | 4 |

**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 |
| 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 theapy and ELSA support. | 5/6 |
| Targetted support for PP children who are also in the bottom 20% of readers to be read with daily | 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 Physcologist to provide training and strategies to support PP who have been signifanclt impacted due to the panademic. |  | 5/6 |

**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 |
| Creation of the Laceby Acres university | Although the evidence from the EEF is weak to suggest a link between raising aspirations and impact on progress we feel this is inavluabler for our community. Grimsby is stated to be one of the most dedprived towns in the UK and therefore we feel this work is invaluable for our school. | 2 |
| Introduction of ‘super-curricualr’ 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 ambassdors | Although the evidence from the EEF is weak to suggest a link between raising aspirations and impact on progress we feel this is inavluabler for our community. Grimsby is stated to be one of the most dedprived 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 inavluabler for our community. Grimsby is stated to be one of the most dedprived 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 |
| Introduction of forest school sessions | Key findings of Forest Research: <https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/>  The evaluation suggests Forest Schools make a difference in the following ways:  • Confidence: children had the freedom, time and space to learn and demonstrate independence  • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play  • Communication: language development was prompted by the children’s sensory experiences  • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time  • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills  • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment | 3,4 and 5 |
| 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 theapy and ELSA support. | 2 |
| Release time for the Senco to visit schools with best practice for SEN to support the learning of our PP who have been most significantly impacted by the pandemic. | 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 and 6 |
| PP children invited to attend extra-curricualr 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 |
| Release time for SLT to map out the visits and vistors that children experience during their time at Laceby Acres. | 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: £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 |