

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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

Detail	Data
School name	Lace Hill Academy
Number of pupils in school	217 (2023-2024)
Proportion (%) of pupil premium eligible pupils	42 PP 4 PP LAC Total 46 pupils 21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Sarah Jones Headteacher
Pupil premium lead	Lindsay Harper Assistant Headteacher
Governor / Trustee lead	Judith Green, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,835 Pupil Premium £20,240 Pupil Premium LAC
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	£74,075

Part A: Pupil premium strategy plan

Statement of intent

At Lace Hill Academy we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background. Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read and write fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data.

Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	<p>Social and emotional needs</p> <p>36% of our disadvantaged children have social and emotional difficulties which impacts on their behaviour and attainment. Next year, we aim to further support pupils in managing these difficulties, enabling them to develop strategies to help reduce the impact on behavior and attainment.</p>
2	<p>Gaps in phonics and reading</p> <p>We have continued to make progress with closing the gap in reading and phonics attainment, yet there is still a significant gap between disadvantaged and non-disadvantaged pupils in the school. A significant proportion of our disadvantaged pupils have SEND and have literacy difficulties (25.5%). 48.9% of disadvantaged pupils for Reception - 6 achieved the expected standard in reading compared to non-disadvantaged children 85.3% (gap of 36.4). 71.4% of disadvantaged children working at age related expectations at the end of KS2 compared to national 73%. 56% disadvantaged pupils in Year 1 passed their phonics screening test compared to 89.5% non-disadvantaged pupils.</p>
3	<p>Gaps in writing</p> <p>The gap between advantage and disadvantaged pupils in the school have marginally closed but this is still a priority. A significant proportion of our disadvantaged pupils have SEND and have literacy difficulties (25.5%). 23.4% of disadvantaged pupils across the school achieved the expected standard in writing compared to non-disadvantaged children 73.7% (gap of 50.3). 14.3% of disadvantaged children were working at age related expectations at the end of KS2 compared to national 71%.</p>
4	<p>Access to wider opportunities</p> <p>We now have 56% of our disadvantaged children attending extra-curricular clubs, wrap around care and music lessons regularly. All disadvantaged children attend school trips and year 3, 4, and 6 pupils experience a residential. We know that to improve well-being and cultural capital, we need to continue building our wide opportunities for our disadvantaged children with access to rich, quality experiences that enhance their learning from first-hand experience and therefore improve outcomes.</p>
5	<p>Attendance</p> <p>The gap between disadvantaged and non-disadvantaged pupils has narrowed in the last year, and we can see the impact of our strategy. Attendance average for disadvantaged children is at 93.2%, compared to non-disadvantaged pupils at 95.8% with a gap of 2.6%. 23.4% of disadvantaged children are persistently absent, which although is a significant improvement from the previous year, needs to still be reduced.</p>

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.

Intended outcome	Success criteria
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing evidenced by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in poor self-regulation and use of taught strategies to manage (evidenced through SDQs) • a significant increase in participation in extra-curricular activities, particularly among disadvantaged pupils (to at least 60% 23-24)
Improved reading attainment among disadvantaged pupils.	<p>Reading outcomes in KS1 and KS2 by the end of the academic year show that at least 60% of disadvantaged pupils meet the expected standard (increase from 48.9% 22-23)</p> <p>In the Year 1 Phonics screening test, 60% or more disadvantaged pupils meet the expected standard.</p>
Improved writing attainment for disadvantaged pupils	<p>Writing outcomes in KS1 and KS2 by the end of the academic year show that at least 40% of disadvantaged pupils meet the expected standard. (Increase from 23.4% 22-23)</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by the end of the academic year demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence attendance rate for all pupils being at least 98%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers reduced to 1%. • Reduce persistent absentees with disadvantaged pupils from 23.4% to 0%

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£21,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Accelerated Reader</u></p> <p>Implement Accelerated Reader from Years 1-6. Plan in robust monitoring and evaluation cycles to highlight where further support is needed. Run parent workshop to engage home support.</p>	<p>Diagnostic assessments highlighted gaps in reading with only 51% of disadvantaged children achieving age related expectations. Evidence through the EEF - great teaching is the most important lever in improving pupil outcomes. Staff will receive the appropriate resources and training to deliver high quality reading lessons that will not only benefit disadvantaged.</p> <p>There is a strong evidence base from EEF that the teaching of reading has to be a balanced and engaging and integrates decoding and comprehension skills. Accelerated Reader offers this.</p>	2
<p><u>Talk for Writing Training</u></p> <p>Talk for Writing training (following the initial training day) which is tailored to the school's needs. Monitoring and evaluation will inform the content/direction of this training. Purchase further resources to support teaching of poetry.</p>	<p>There is a strong evidence base from EEF that pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Talk for writing embraces this and through appropriate training and resources children will be able to thrive as writers. Talk for Writing also maximises vocabulary exposure to support reading as a reader and reading as a writer. There is extensive evidence through EEF that high quality vocabulary enrichment children develop as readers and writers.</p>	3
<p><u>Phonics Training</u></p> <p>Training of new staff and Senior leaders with a DfE validated Systematic Synthetic Phonics programme (Sounds Write) to secure effective phonics teaching for all pupils. Senior leaders will be able to effectively monitor and evaluate the implementation and consistency of phonics teaching in planned cycles.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p><u>Handwriting Training/Resources</u></p> <p>Kinetic letters training for new staff and resources purchased. Robust monitoring and evaluation cycles ensures that it is implemented effectively.</p>	<p>Approaches that aim to support the accuracy and fluency of children's handwriting have been shown to improve the presentation, quantity and quality of children's writing.</p> <p>Kinetic Letters aims to develop motor and spatial preparation, sensory experiences for memory and recall, optimal pencil hold for speed and legibility and speed and stamina. The four</p>	3

	strands work in line with the evidence based approach aims.	
<u>Learning Partnership Training in Phonics, Reading and Writing</u> Learning Partnership Training (School Cost per CPD session) Following monitoring and evaluation cycles, CPD will be bought to support with staff (teachers and TA's)where needed, specifically focusing on English (phonics, reading, writing).	EEF evidence details that supporting high quality teaching is pivotal in improving children's outcomes. Learning Partnership offers the 4 key mechanisms evidenced to be very effective in developing high quality teaching. Learning Partnership gives staff access to a huge range of courses that allow them to build knowledge, generate motivation, develop teaching techniques	1,2,3

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

Budgeted cost: **£18,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Additional Phonics Support</u> Additional phonics sessions (daily)targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
<u>School Led Tutoring</u> Focus on Reading/Writing. Before/after-school booster group sessions run by class teachers. 1:6 1 x week (4 half terms) Writing booster group 2:1 2 x weekly those requiring additional support (6 terms)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3
<u>Literacy Specialist Teacher</u> Recruitment of Literacy Specialist teacher evaluate the bottom 20% attainers (including SEND and disadvantaged pupils) informing targeted interventions and class teaching.	Evidence provided through EEF explains an inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. We have recruited a literacy specialist to support the needs of the school in both reading and writing. This additional support means that children's needs are met to ensure they can reach their potential in an inclusive environment. A significant percentage of our bottom 20% attainers are disadvantaged pupils (Reading – 34%, writing – 36%), therefore we have made this group a priority.	1,2,3

<u>Speech Link Support</u> Speech link intervention groups in EYFS/KS1 based on need, delivered by a trained, lead TA	Speech Link provides assessment of strengths and weaknesses in a pupils' language development. It offers a structured programme to work help develop areas of weakness. The studies in the EEF Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall.	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£15,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Social and Emotional Support</u> Pastoral Lead to have additional training in supporting SEMH. (Mental health lead level 4 DFE approved with a grant, Anna Freud centre) SEL approaches to be further embedded into routine educational practices and supported by professional development and training for staff. SDQs are used to monitor and assess targeted pupils to help identify areas of concern and direct appropriate support. Range of support strategies implemented such as Talk about, Lego therapy, ELSA, transition groups and nurture groups.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4, 1
<u>Behaviour Support</u> Pastoral Lead is to support with self-regulation and behaviour management alongside developing close communications with families and supporting with safeguarding.	EEF research shows that knowing and understanding what causes behaviours is crucial to supporting them to be more positive and therefore improve outcomes for all children. Explicitly teaching what positive behaviour looks like is key to developing excellent behaviour across the school. Teachers needs to have all the strategies required to support good behaviour. Targets approaches need to be in place for individual children. The pastoral lead will focus predominately on those children who need a targeted approach to support good behaviour but will also support staff in developing effective behaviour management across the school	1

<u>Play Therapy</u> Play therapy for KS1 children bought in to support children to develop healthy mental wellbeing	There is extensive evidence associating childhood social and emotional skills with improved outcomes. Children will achieve be better equipped to achieve their potential if the mental health needs have been met.	1
<u>Counselling</u> Provided for targeted pupils	There is extensive evidence associating childhood social and emotional skills with improved outcomes. Children will achieve be better equipped to achieve their potential if the mental health needs have been met.	1
<u>Positive Mental Health Support</u> Wellbeing Champion training for Year 5 and 6. – Supported by Power to Be Company and Pace Setters. Use as a launch to promote wellbeing across the school.	There is a great deal of evidence (EEF) which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.	1
<u>Extra-curricular activities</u> Costs of extracurricular activities/trips/residential are covered/subsidised. Examples include music lessons, day trips, residential trips in Y3,4 and 6, swimming lessons, sports clubs, arts clubs etc. Activities are selected to meet the needs of individual children.	Disadvantaged children have less access to extra-curricular activities and cultural experiences. Children with access to these opportunities often have higher motivation, confidence and the skill to work in a team. (EEF) We want to give all our disadvantaged children the opportunity to have access to all our extra-curricular clubs and experiences provided by the school and our local community to close the gap between the experiences our advantage children have compared to our disadvantaged children	4
<u>Attendance Strategy</u> Continue to implement robust attendance monitoring cycles. Use attendance incentives with targeted pupils. Address persistent absentees with processes set out in the school attendance policy, focusing on pupils with <95% attendance.	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>Attendance for our disadvantaged children is lower that our non-disadvantaged children and below national average.</p> <p>We have bought in incentives to encourage children to get the best attendance rate, attendance lead to record on all classroom doors, Pastoral Lead/SLT to liaise with families and external professionals to improve attendance</p>	5

Total budgeted cost: £55,800. This figure will be supplemented by the budget

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 2022 to 2023 academic year.

Progress against intended outcomes:

1. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Wellbeing across the school has been promoted through the activities set in the strategy plan. In July 2023, 36% of our disadvantaged pupils have had social and emotional difficulties at some point in the year. Our full time pastoral lead teacher has given targeted support to many of these pupils who struggle with emotion regulation and has continued to develop individual behaviour strategies for staff to use. Teacher observations show that additional targeted support through activities such as social skills groups, lego therapy and nurture clubs have really supported these children. This is further backed by pupil voice.

We now have 55% of our disadvantaged pupils regularly attending extra-curricular clubs such as choir, cooking club and sports clubs/festivals. This has increased from 39% the previous year. Observations have shown that these children have enjoyed their extra-curricular activities, in particular the new teacher-led clubs that have been running this year as well as guitar lessons.

Next year, our pastoral lead teacher will continue to coordinate activities to support all pupils presenting with social and emotional challenges. We also are looking to develop further opportunities to develop well-being for our pupils. This includes outside learning opportunities, enrichment programmes and further improved extra-curricular provision.

Last year, when reflecting on the impact of the strategy, prioritising a whole class monitoring system was appropriate. However, on reflection, the priority this year will be to further promote cultural capital in all aspects of the curriculum to improve well-being and develop the whole child.

Improved reading attainment among disadvantaged pupils.

Reading Attainment

Teacher assessment data from Reception – Year 6 shows that we have made progress towards this outcome this academic year. In July 2023, 48.9% of disadvantaged pupils are now attaining the expected standard compared to 85.3% non-disadvantaged pupils which is a gap of 36.4%. This is an increase from 40.7% in July 2022. There is still a significant gap but there is improvement. Disadvantaged children achieving above the expected standard is currently 7.1% which is a slight decrease from last year (11.1%). This compares to 33.5% non-disadvantaged achieving the expected standard which is a gap of 26.4. This is a smaller gap than last year (32.6).

When just focusing on KS1 and KS2, 19 (47.5%) of disadvantaged pupils have met the expected standard in reading. It is important to note that 12 of our Y1-6 disadvantaged pupils are on the SEN register (30%). When not including SEND pupils, 68% of our KS1 and KS2 disadvantaged children have met the expected standard in reading.

56 % (5/9) pupils passed the Year 1 Phonic Screening test which meets our target. In Year 2, 40% (2/5) met the expected standard. In Year 6, 71.4% (5/7) met the expected standard or higher. One pupil achieved greater depth.

Progress Data

Progress data from KS1 and KS2 from July 2022 to July 2023, shows that 78.9% made the expected level of progress or more, compared to 89.2% non-disadvantaged pupils, which is gap of 10.3 which is identical

to last year. 21% of our disadvantaged pupils made more than expected progress which is higher than our non-disadvantaged pupils (14.2%). This demonstrates impact.

There is still a significant gap between advantaged and disadvantaged children in reading attainment. This gap has reduced from the previous year and next year, we aim to further close this gap by prioritising quality first teaching and meeting the needs of all pupil groups in our school improvement plan.

2. Improved writing attainment for disadvantaged pupils

Writing Attainment

Teacher assessment data from Key Stage 1 and 2 shows that we have made steady progress towards this outcome this academic year. In July 2023, 23.4% of disadvantaged pupils met the expected standard which is an increase from 11.1% last year. 73.7% non-disadvantaged pupils met the expected standard which is a gap of 50.3%. Writing will continue to be a focus on our school improvement plan next year, to support the reduction in this gap.

Writing Progress

Progress data in July 2022 to July 2023 shows that 52.6% of our disadvantaged pupils made the expected level of progress or more, compared to 80.9% of our non-disadvantaged pupils which is a gap of 28.3 (30.9% last year). More than expected progress data gives a more complete picture: 31.5% of disadvantaged pupils have made more than expected progress in writing this year, compared to 26.1% of non-disadvantaged pupils which demonstrates the impact of our strategy. With 25.5% of our disadvantaged cohort having SEND, their expected progress is not reflected in this data, and it is more appropriate to analyse progress on their individual targets. Assessment will be a priority in our school improvement plan next academic year and measuring SEND pupils' progress which be a point of development for the school.

3. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Average attendance for disadvantaged pupils this academic year is at 93.2%, compared to non-disadvantaged pupils at 95.8% with a gap of 2.6%. We have continued to develop our new attendance policy which targets persistent absentees showing under <90% attendance. Highlighting low attendance with parents/carers and contract meetings have continued to show a positive impact on attendance data. The average attendance figure for the year have increased by a total of 1.7%.

23.4% of disadvantaged pupils Year 1-6 have been identified as persistent absentees this year. This has decreased from 38.2% the previous year. Regular meeting with families around persistent absenteeism have resulted in improvements in attendance and we aim to further reduce this percentage next year.

Attendance 2021-22

	Pupil Premium		Non Pupil Premium	
	21-22	22-23	21-22	22-23
Autumn Term	91.0%	93.4%	94.9%	95.2%
Spring Term	90.68%	94%	91.4%	95.9%
Summer Term	92.8%	92.4%	93.6%	96.4%
Average	91.49%	93.2%	93.3%	95.8%
Whole School Attendance				
21-22 = 92.97%				
22-23 = 95.2%				

Breakdown of Attendance Percentages

Attendance Figure	Percentage 21-22	Percentage 22-23
≥ 95.5%	32.35%	38.2%
90.5-95.4%	29.41%	38.2%
≤ 90.4%	38.23%	23.4%

Externally provided programmes

Programme	Provider
Pace Setters	info@pacesettersports.co.uk
Sports 4 All	info@s4aclub.co.uk
FS Dance	fsdance@live.co.uk

Service pupil premium funding (optional)

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