

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

Detail	Data
School name	Lace Hill Academy
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	15%
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 2022
Statement authorised by	Sarah Jones Acting Headteacher
Pupil premium lead	Sarah Jones, Acting Headteacher
Governor / Trustee lead	Judith Green, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,660
Recovery premium funding allocation this academic year	£15,983
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£35,079
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	£94,722

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	Social and emotional needs At least 17 (61%) of our disadvantaged children are struggling emotionally and/or socially with the changes that have taken place this year – new teacher, new year group, new curriculum, change in leadership and inevitable changes that come about due to COVID.
2	Gaps in phonics and reading 51% of disadvantaged pupils achieved the expected standard in reading compared to non-disadvantaged children 68% 43% of disadvantaged children working at age related expectations at the end of KS1 compared to national 75% (2018-19)
3	Gaps in writing Disadvantaged pupils are achieving 31% in writing compared to non-disadvantaged children 48% National comparisons – 69% in KS1 78% KS2 (2018-19)
4	Access to wider opportunities All children, including our disadvantaged children have missed out on extra-curricular opportunities over the last year. Our disadvantaged children need access to rich, quality experiences that enhance their learning from first-hand experience and therefore improve outcomes.
5	Attendance Attendance average for disadvantaged children is at 92.1% compared to non-disadvantaged children at 97.3%. National average (2020-21) was 95.3% 11% of disadvantaged children are persistently absent compared to 13% national average (2020-21)

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.	Sustained high levels of wellbeing evidenced by: <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• a significant increase in participation in extra-curricular activities, particularly among disadvantaged pupils
Improved reading attainment among disadvantaged pupils.	Reading outcomes in KS1 and KS2 by the end of the academic year show that more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils	KS1 and KS2 writing outcomes by the end of the academic year show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by the end of the academic year demonstrated by: <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 being reduced by at least 5%.• No child should be persistently absent so we are looking for no child disadvantaged or not to be persistently absent.

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: **£41, 257**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Accelerated Reader including resources and training for teachers. This is followed by a robust monitoring and evaluation cycle so that it is implemented effectively.	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. 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.	2
Talk for Writing training is provided for teacher. Resources are purchased to support teaching and learning. Initial training is followed by a robust monitoring and evaluation cycle so that it is implemented effectively.	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.	3
Purchase of a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils. Staff complete	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily	2

the full Sounds Write training course. Resources are purchased to support teaching and learning. This is followed by a robust monitoring and evaluation cycle so that it is implemented effectively.	comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
Kinetic Letters training and resources purchased. This is followed by a robust monitoring and evaluation cycle so that it is implemented effectively	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. Kinetic Letters aims to develop motor and spacial preparation, sensory experiences for memory and recall, optimal pencil hold for speed and legibility and speed and stamina. The four strands work in line with the evidence based approach aims.	3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Pastoral Lead recruited to support this approach.	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
Learning Partnership Training school costs for all staff.	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: £25, 172

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1:1 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
School-led tutoring through before/after-school booster group sessions run by class teachers. 1:6 1 x week 1:1 support with basic English skills for those requiring additional support.	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
Additional SEND recruitment to support the progress of disadvantaged SEND children.	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 an additional SENCO to support with the increasing needs in the school – many of who are also disadvantaged children (30% of the cohort). This additional support helps ensure staff wellbeing is strong through capacity management and that all children's needs are met to ensure they can reach their potential in an inclusive environment.	1,2,3

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

Budgeted cost: **£28, 293**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Lead recruitment to support with self-regulation and behaviour management alongside developing close communications with families and supporting with safeguarding.</p>	<p>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.</p> <p>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</p>	<p>1</p>
<p>Play therapy for KS1 children bought in to support children to develop healthy mental wellbeing</p>	<p>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.</p>	<p>1</p>
<p>Counselling – LAC specific</p>	<p>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.</p>	<p>1</p>

Therapy – Safeguarding specific and KS2	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
Wellbeing Champion training – training supported by Power to Be Company and Pace Setters	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
Extra-curricular activities	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
Attendance incentives for /Pastoral Lead	<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</p>	5

	<p>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 than 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 to liaise with families and external professionals to improve attendance</p>	
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Total budgeted cost: £94,722

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.

In order to address the identified gaps between our disadvantaged and non-disadvantaged children, both academically and non-academically, we facilitated releasing our Deputy Headteacher from the classroom 2 days a week to support disadvantaged children.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Purple Mash, Zoom, video recordings and additional resources.

Overall attendance in 2020/21 was higher than the national average. However, disadvantaged children's attendance was lower than the national average, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues but also due to family circumstances. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required based on wellbeing questionnaire outcomes and delivered by the Deputy Headteacher. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Pace Setters	info@pacesettersports.co.uk
Sports 4 All	info@s4aclub.co.uk

FS Dance	fsdance@live.co.uk
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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?	

Further information (optional)