

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	215 (2022-2023)
Proportion (%) of pupil premium eligible pupils	39 PP 8 PP LAC Total 47 pupils 23.2%
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 2023
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	£40,165 Pupil Premium £9,640 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	£49,805

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>32% of our disadvantaged children have social and emotional difficulties which impacts on their behaviour and attainment. It is vital that early identification of emerging SEMH needs is robust across the school and that our support strategies remove barriers for children in their academic learning.</p>
2	<p>Gaps in phonics and reading</p> <p>Although we have made progress with closing the gap in reading and phonics attainment, 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 (32.4%). 40.7% of disadvantaged pupils for Year 1-6 achieved the expected standard in reading compared to non-disadvantaged children 82.2% (Gap of 41.5%). 66.6% of disadvantaged children working at age related expectations at the end of KS2 compared to national 74%. 42.8% disadvantaged pupils in EYFS met their word reading early learning goal compared to 95.2% non-disadvantaged pupils (gap of 52.4%). 75% disadvantaged pupils in Year 1 passed their phonics screening test compared to 90% non-disadvantaged pupils.</p>
3	<p>Gaps in writing</p> <p>The gap between advantage and disadvantaged pupils in the school have widened since the pandemic. A significant proportion of our disadvantaged pupils have SEND and have literacy difficulties (32.4%). 11.1% of disadvantaged pupils for Year 1-6 achieved the expected standard in writing compared to non-disadvantaged children 57.7% (Gap of 46.6%). 66.6% of disadvantaged children working at age related expectations at the end of KS2 compared to national 69%. 42.8% disadvantaged pupils in EYFS met their writing early learning goal compared to non-disadvantaged pupils 90.4% (gap of 47.6%).</p>
4	<p>Access to wider opportunities</p> <p>We now have 39% of our disadvantaged children attending extra-curricular clubs, wrap around care and music lessons regularly. All disadvantaged children attend school trips and residential in Year 3, 4, and 6. Our disadvantaged children need more 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, however the attendance is still too low. Attendance average for disadvantaged children is at 91.49% compared to non-disadvantaged children at 93.3%. National average (2021-22) was 86.9% (July) 38.23% of disadvantaged children are persistently absent, which needs to be addressed.</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% 21-22)
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 40.7% 21-22)</p> <p>In the Year 1 Phonics screening test, 50% 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 26% of disadvantaged pupils meet the expected standard. (Increase from 11.1% 21-22)</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 40% 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 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

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 2021 to 2022 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. Following the pandemic in July 2021, 61% of our disadvantaged pupils had social and emotional difficulties. In July 2022, this figure has dropped to 32%. Our full time pastoral lead teacher has given targeted support to pupils who struggle with emotion regulation and has developed individual behaviour strategies for staff to use. Teacher observations show that these children are showing an increased awareness of their emotions and are developing strategies to manage them. A pupil voice survey (July 2022) shows that 87% of disadvantaged pupils are happy in school, compared to 20% in a pupil voice survey in May 2021. 100% feel safe and have a trusted adult to talk to.

From having 0% disadvantaged pupils in extracurricular clubs during the pandemic, we now have 39% of our disadvantaged pupils regularly attending extra-curricular clubs such as choir, cooking club and sports clubs/festivals. Observations have shown that these children have increased in confidence and have a growing sense of belonging. We have had positive feedback from parents who have enjoyed celebrating their child's progress and showing pride in their achievements. Next year, there will be an increased number of extra-curricular clubs and we aim to get a higher percentage of disadvantaged pupils joining.

Next year, our pastoral lead teacher will continue to coordinate nurture groups, talk about sessions, lego therapy and transition support which will all support pupils presenting with social and emotional challenges. We also are looking to develop our systems and processes for early identification and intervention with SEMH needs. We will be using SDQ's to help monitor and support targeted pupils. In 23-24, we will be prioritising the development of a whole class monitoring system such as the Boxall Profile to identify moderate SEMH needs in pupils and direct support. This will require planned staff training and assessment time.

2. Improved reading attainment among disadvantaged pupils.

Teacher assessment data from Key Stage 1 and 2 shows that we have made progress towards this outcome this academic year. In December 2021, only 24% disadvantaged pupils attained the expected standard compared to 65% non-disadvantaged which is a gap of 41%. In July 2022, 40.7% of disadvantaged pupils are now attaining the expected standard compared to 82.2% non-disadvantaged which is a gap of 41.5%. This is still a significant gap but there is improvement. Disadvantaged children achieving above the expected standard has increased from 0% in December 2021 to 11.1% July 2022. This compares to 43.7% non-disadvantaged which is a significant gap of 32.6%.

Progress data in KS1 and 2 from December 2021 to July 2022 shows that 85.1% of our disadvantaged pupils made the expected level of progress or more, compared to 95.4% of our non-disadvantaged pupils which is a gap of 10.3%. 55.5% of our disadvantaged pupils made more than expected progress which is higher than our non-disadvantaged pupils (39.8%). This demonstrates impact.

75% (3/4) disadvantaged pupils passed the Year 1 phonics screening test. The child that did not pass has significant SEND. 42.8% pupils in EYFS have achieved the early learning goals in literacy. The children that did not, will have further targeted support in year 1.

There is still a significant gap between advantaged and disadvantaged children in reading attainment, and next year, we aim to further close this gap by prioritising the early years' curriculum and effective phonics teaching in our school improvement plan.

3. Improved writing attainment for disadvantaged pupils

Teacher assessment data from Key Stage 1 and 2 shows that we have made minimal progress towards this outcome this academic year. In December 2021, 4% disadvantaged pupils were attaining the expected standard compared to 40.9% non-disadvantaged which is a gap of 36.9%. In July 2022, 11.1% of disadvantaged pupils are attaining the expected standard compared to 57.7% non-disadvantaged which is a gap of 46.6%. 0% disadvantaged pupils are working above the expected standard compared to 3.7% of non-disadvantaged pupils. Whilst writing attainment has improved this year, the gap has widened and this needs to be addressed.

Progress data in KS1 and 2 from December 2021 to July 2022 shows that 51.8% of our disadvantaged pupils made the expected level of progress or more, compared to 82.7% of our non-disadvantaged pupils which is a gap of 30.9%. 55.5% of our disadvantaged pupils made more than expected progress which is higher than our non-disadvantaged pupils (34.5%). This demonstrates impact.

42.8% pupils in EYFS have achieved the early learning goals in literacy. The children that did not, will have further targeted support in year 1.

Writing has been identified as a priority for the school improvement plan, with effective implementation of teaching approaches and additional targeted support identified as an area of focus for next academic year.

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

Average attendance for disadvantaged pupils this academic year is at 91.49%, compared to non-disadvantaged pupils at 93.3% with a gap of 1.81%. In May 2022, a new attendance policy was implemented to improve attendance for all children and target persistent absentees showing under <90% attendance. Highlighting low attendance with parents/carers and contract meetings have shown a positive impact on attendance data. There is an improvement in attendance in from the spring to the summer term (increasing by 2.12%). 38.2% of disadvantaged pupils Year 1-6 have been identified as persistent absentees this year. Next academic year, the same strategy will be applied to target persistent absentees <95% attendance, aiming to further improve attendance with disadvantaged pupils.

Attendance 2021-22

	Pupil Premium	Non Pupil Premium
Autumn Term	91.0%	94.9%
Spring Term	90.68%	91.4%
Summer Term	92.8%	93.6%
Average	91.49%	93.3%
Whole School Attendance 21-22 = 92.97%		

*One pupil premium child with significantly low attendance due to moving abroad but still on roll, has not been included in the data above so that the data is meaningful and not skewed.

Breakdown of Attendance Percentages

Attendance Figure 21-22	Percentage (Disadvantaged pupils)
≥ 95.5%	32.35%
90.5-95.4%	29.41%
≤ 90.4%	38.23%

The above data has been particularly insightful, and it has highlighted attendance concerns with two specific year groups. Next year, this will be tracked termly, along with non-disadvantaged groups. Persistent absentees will be tracked half termly, in line with our attendance policy.

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?	