

Pupil Premium Grant Expenditure Report & Impact Statement 2017-2018

1. Summary information					
School	Lace Hill Academy				
Academic Year	2017-2018	Total PP budget	Sept 17 = £15840 Figure amended in Jan 18 = £17740 12 pupils @ £1320 1 post LAC @ £1900		
Total number of pupils	Oct 17 = 163 Jan 18 YR-5 = 142 Jan 18 Nursery = 27 Jan 18 Total = 169	Number of pupils eligible for PP	Oct 17 = 12 Jan 18 YR-5 = 16 (11%) Jan 18 Nursery = 7 (26%) Jan 18 Total = 23 (14%)		

6. Review of expenditure			
Previous Academic Year		For a review of 2016-2017 please see Pupil Premium Grant Expenditure Report/Impact Statement which can be found online at http://www.lacehillacademy.co.uk/pupil-premium A review of 2017-2018 strategy statement is below	
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Attainment to at least meet age related expectations for EYFS pupils	Increased adult : pupil ratio	YR PP 75% (3/4 pupils) were expected or exceeding in all aspects. YR Non-PP 78% (18/23 pupils) were expected or exceeding in all aspects. YR PP average for Exceeding 15% YR Non-PP average for Exceeding 19% YN2 40% (2/5 pupils) were working at or above age related expectation in all aspects YN1 67% (2/3 pupils) were working at or above age related expectation in all aspects	Increasing adult : pupil ratio has impacted in attainment of pupils as their needs could be targeted. Impact for YN pupils would have been greater if attendance rates were good.
Improved progress and higher attainment	In class additional support and small group sessions	Years 1-5 PP average progress for combined Reading, Writing & Maths was 6.14 Years 1-5 Non-PP average progress for combined Reading, Writing & Maths was 5.66 The 'difference/gap' in progress was that PP pupils made about a month <u>more</u> progress over the academic year than Non-PP pupils <i>No comment is made on progress for individual year groups to prevent identification of individual pupils.</i>	Additional support has enabled a number of PP pupils to make greater progress and raise their attainment. The approach of using additional adult support should be continued.
Meeting Social/Emotional & Behavioural needs	CPD on techniques to use when working with pupils who have social/emotional and behavioural needs	Each individual who has displayed significant social/emotional and behavioural needs has been supported to make progress in this area. In several cases this has resulted in fewer incidents occurring.	To support each pupil well, a variety of strategies need to be used as appropriate to the individual pupil rather than a 'blanket/one size' approach.

Access experiences and extracurricular opportunities	Provide financial assistance for pupils	Some PP pupils have received funding for extracurricular opportunities. This has impacted positively on their general wellbeing.	This approach should be continued for pupils where it is identified that their engagement with extracurricular opportunities will have a positive impact on their wellbeing.
<p align="center">Cost 70% of total funding = £11088</p>			
ii. Targeted support			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Attainment to at least meet age related expectations for EYFS pupils	Increased adult : pupil ratio	<p>YR PP 75% (3/4 pupils) were expected or exceeding in all aspects. YR Non-PP 78% (18/23 pupils) were expected or exceeding in all aspects. YR PP average for Exceeding 15% YR Non-PP average for Exceeding 19%</p> <p>YN2 40% (2/5 pupils) were working at or above age related expectation in all aspects YN1 67% (2/3 pupils) were working at or above age related expectation in all aspects</p>	Increasing adult : pupil ratio has impacted in attainment of pupils as their needs could be targeted. Impact for YN pupils would have been greater if attendance rates were good.
Improved progress and higher attainment	1:1 & small group intervention work	<p>Years 1-5 PP average progress for combined Reading, Writing & Maths was 6.14 Years 1-5 Non-PP average progress for combined Reading, Writing & Maths was 5.66 The 'difference/gap' in progress was that PP pupils made about a month <u>more</u> progress over the academic year than Non-PP pupils <i>No comment is made on progress for individual year groups to prevent identification of individual pupils.</i></p>	Additional support has enabled a number of PP pupils to make greater progress and raise their attainment. The approach of using additional adult support should be continued.
Meeting Behavioural needs	Specialist advice from external advisors for identified pupils who have pupils who have behavioural needs	Each individual who has displayed significant social/emotional and behavioural needs has been supported to make progress in this area. In several cases this has resulted in fewer incidents occurring.	To support each pupil well, a variety of strategies need to be used as appropriate to the individual pupil rather than a 'blanket/one size' approach.
Meeting SEND needs	Specialist advice from external advisors for identified pupils who have pupils who have SEND needs	<p>Years 1-5 SEND average progress for combined Reading, Writing & Maths was 5.14 Years 1-5 Non-SEND average progress for combined Reading, Writing & Maths was 5.74 The 'difference/gap' in progress was that SEND pupils made about a month <u>less</u> progress over the academic year than Non-SEND pupils <i>No comment is made on progress for individual year groups to prevent identification of individual pupils.</i></p> <p>Years 1-5 SEND & PP average progress for combined Reading, Writing & Maths was 4.7 Years 1-5 Non-SEND & PP average progress for combined Reading, Writing & Maths was 4.8 The 'difference/gap' in progress was that SEND & PP pupils made <u>equivalent</u> progress over the academic year to Non-SEND & PP pupils <i>No comment is made on progress for individual year groups to prevent identification of individual pupils.</i></p>	Additional support has enabled a number of SEND pupils to make progress in core subjects and in their own personal development with their identified needs. This approach of using additional adult support should be continued.
Access additional sessions	Provide financial assistance for targeted pupils and needs	Targeted support for individual within EYFS has meant that pupils have been supported with their learning in Physical Development and Health and Self-care	This approach should be continued for identified individual, particularly in the Prime aspects, to aid/enable their development towards age related expectations.

Access resources including uniform	Provide financial assistance for targeted pupils	Some PP pupils have received funding for uniform, particularly in respect to the cost of blazers and PE kit	Funding has enabled pupils to fully participate in the school curriculum. This approach should be continued, through agreement with PP families, where it is identified that financial assistance is required.
<p align="center">Cost 28% of total funding = £4967</p>			
iii. Other approaches			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Increased attendance rates	Regular monitoring and follow up of pupils below attendance target	Years 1-5 PP average attendance was 86.28% Years 1-5 Non-PP average attendance was 97.34% The 'difference/gap' in attendance was -11.06% PP pupils attended school less frequently over the academic year than Non-PP pupils <i>No comment is made on attendance for individual year groups to prevent identification of individual pupils.</i>	Attendance rates are lower often due to holidays during term time Continuing this approach is important so that attendance rates remain good and challenge and support are provided as necessary
Increased parental engagement	Regular opportunities for parents to be involved, formally and socially	Engagement of parents of PP pupils has been positive and supported good outcomes for PP pupils, particularly in relation to personal development, behaviour and welfare.	To support each family well, a variety of strategies need to be used as appropriate to the individual family rather than a 'blanket/one size' approach.
<p align="center">Cost 2% of total funding = £355</p>			

7. Additional detail

Our full strategy document can be found online at <http://www.lacehillacademy.co.uk/pupil-premium>