

# Pupil premium strategy statement 2018-2019

1. Summary information					
<b>School</b>	Lace Hill Academy				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	Sept 18 = £22440	<b>Date of most recent PP Review</b>	<del>July 2018</del> Feb 2019
<b>Total number of pupils</b>	<del>Sept 18 = 132</del> Feb 19 = 184	<b>Number of pupils eligible for PP</b>	<del>Sept 18 YR-6 = 17 (13%)</del> Feb 19 YR-6 = 24 (13%)	<b>Date for next internal review of this strategy</b>	<del>Feb 2019</del> July 2019

2. Current attainment		
<b>Academies are required to publish KS2 results. Our first cohort of Year 6 is the current academic year 2018-2019.</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths		%
% making progress in reading		%
% making progress in writing		%
% making progress in maths		%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Improved progress for PP pupils, especially those with lower prior attainment
<b>B.</b>	Social/Emotional (mental health) & Behavioural needs of some PP pupils has a detrimental effect on progress of themselves and at times peers
<b>C.</b>	SEND needs of some PP pupils can result in slower progress or lower attainment in comparison to peers
<b>D.</b>	Reduced financial capacity for some PP pupils families can limit opportunities to experience a broad range of extracurricular opportunities or access a wide range of resources, including uniform/PE kit in comparison to some of their peers
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>E.</b>	Attendance rates for some PP pupils is below school target of 98%; lower attendance can cause progress and attainment to be slower and lower than peers
<b>F.</b>	Parental engagement for some PP pupils can be lower possibly reducing learning opportunities in comparison to peers

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved progress and higher attainment for PP pupils	PP pupils make more than expected in year progress so that they at least meet the age related expectations
<b>B.</b>	Meeting Social/Emotional (mental health) & Behavioural needs of some PP pupils	Fewer incidents of Social/Emotional (mental health) & Behavioural needs are recorded
<b>C.</b>	Meeting SEND needs of some PP pupils	PP pupils with SEND needs make at least a similar progress to their peers
<b>D.</b>	Enabling PP pupils to access experiences and extracurricular opportunities	PP pupils to access experiences and extracurricular opportunities
<b>E.</b>	Increased attendance rates for PP pupils; Reduce rates of persistent absence	PP pupils to have increased attendance and achieve school attendance target; limit cases of persistence absence
<b>F.</b>	Increased parental engagement for PP pupils	Increase parental engagement

5. Planned expenditure					
Academic year	2018-2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attainment to at least meet age related expectations for EYFS pupils	Increased adult : pupil ratio	Some pupils need targeted support to increase age related attainment <i>EEF evidence Reducing class size</i> <i>Moderate impact for high cost</i>	Organise timetables to ensure staff delivering provision have sufficient preparation and delivery times	Keyworkers	Termly
Improved progress and higher attainment	In class additional support and small group sessions	Some pupils need targeted support to increase progress rate and or raise attainment <i>EEF evidence Teaching Assistants</i> <i>Low impact for high cost</i>	Organise timetables to ensure staff delivering provision have sufficient preparation and delivery times	Class teachers	Termly
Meeting Social/Emotional (mental health) & Behavioural needs	CPD on techniques to use when working with pupils who have social/emotional (mental health) and behavioural needs	We want to record fewer incidents related to Social/Emotional (mental health) & Behavioural needs We want to train staff in practices to use to ensure effective provision <i>EEF evidence Social and Emotional learning</i> <i>Moderate impact for moderate cost</i> <i>EEF evidence Behaviour interventions</i> <i>Moderate impact for moderate cost</i>	CPD provider selected using recommendations INSET day to deliver training Observations & Learning Walks to monitor training effectiveness Consider possible policy changes	SENDCo	Spring 2019
Access experiences and extracurricular opportunities	Provide financial assistance for pupils	Some pupils are unable to access experiences and extracurricular opportunities due to cost We want all pupils to have the same <i>EEF evidence Sports Participation</i> <i>Low impact for moderate cost</i>	Funding experiences at minimal or nil cost Offering financial assistance when organising experiences and extracurricular opportunities	Headteacher	Summer 2019
Total budgeted cost					£15708 (70% of funding)

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attainment to at least meet age related expectations for EYFS pupils	Increased adult : pupil ratio	Some pupils need targeted support to increase age related attainment Intervention 1:1 or in small groups addressed the specific needs of pupils	Organise timetables to ensure staff delivering provision have sufficient preparation and delivery times	Keyworkers	Termly
Improved progress and higher attainment	1:1 & small group intervention work	Some pupils need targeted support to increase progress rate and or raise attainment Intervention 1:1 or in small groups addressed the specific needs of pupils <i>EEF evidence Small group tuition Moderate impact for moderate cost</i>	Organise timetables to ensure staff delivering provision have sufficient preparation and delivery times	Class teachers	Termly
Meeting Mental Health needs	Specialist advice from external advisors for identified pupils who have pupils who have mental health needs	We want to record fewer incidents related to mental health needs for identified pupils We want to train staff in practices to use to ensure effective provision	Advisor selected using recommendations Meeting time to deliver training Observations & Learning Walks to monitor training effectiveness Consider possible policy changes	SENDCo	Spring 2019
Meeting SEND needs	Specialist advice from external advisors for identified pupils who have pupils who have SEND needs	Some pupils need additional support to increase progress rate and or raise attainment We want to train staff in practices to use to ensure effective provision	Advisor selected using recommendations Meeting time to deliver training Observations, Learning Walks and Assessment data summary to monitor training effectiveness	SENDCo	Termly
Access resources including uniform/PE kit	Provide financial assistance for targeted pupils	Some pupils are unable to access resources due to cost <i>EEF evidence School uniform Very low or no impact for very low cost</i>	Recognising pupils who may require financial assistance	Headteacher	Summer 2019
Total budgeted cost					£5947 (26.5% of funding)

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance rates	Regular monitoring and follow up of pupils below attendance target	Pupils progress and attainment cannot improve if pupils are not attending school	Meeting time to review attendance Understand reasons for absence Consider possible policy changes	Headteacher	Termly or more regularly if required
Increased parental engagement	Regular opportunities for parents to be involved, formally and socially	Increasing parental engagement aids parental understanding of pupil learning <i>EEF evidence Parental engagement Moderate impact for moderate cost</i>	Meeting time to review engagement opportunities Understand reasons for low engagement Consider possible changes to current working practices	Headteacher	Summer 2019
<b>Total budgeted cost</b>					£785 (3.5% of funding)

## 6. Review of expenditure

<b>Previous Academic Year</b>		<b>For a review of 2017-2018 please see Pupil Premium Grant Expenditure Report/Impact Statement which can be found online at <a href="http://www.lacehillacademy.co.uk/pupil-premium">http://www.lacehillacademy.co.uk/pupil-premium</a></b>  <b>A review of 2018-2019 strategy statement will be published in September 2019</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

## 7. Additional detail

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