

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Lacewood Primary
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	36.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Jeannette Stratton Headteacher
Pupil premium lead	Jeannette Stratton Headteacher
Governor / Trustee lead	Kelly Webster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,990
Early Years Pupil premium funding allocated	£ 1,938
Recovery premium funding allocation this academic year	£ 6,634
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£143,562

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their potential, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and children who are affected socially and emotionally and are not ready for learning. In addition, we will implement strategies to support and improve regular attendance at school with a particular focus on punctuality and persistent absenteeism. The strategies outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality wave 1 teaching is at the heart of our approach, with a focus on ensuring every child has access to quality first teaching every day. Where interventions are required they are delivered by expert practitioners who have received the appropriate training and on-going support from relevant specialists. This strategy is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- enable disadvantaged pupils to become independent learners.
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Seek advice from relevant practitioners including outside agencies.
- Share good practice

When making decisions about using PP funding it is important to consider the context of the school and the challenges it faces and alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home (including self-care), weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. The challenges are therefore varied and different barriers apply to different children.

At Lacewood Primary school 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.
- Ensure ALL pupils are able to read 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 and have high aspirations for their personal success in life.

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, from expert practitioners, to quickly address identified gaps in learning including the use of small group work, 1:1 tuition and in and after school targeted booster groups.
- Provide opportunities for all pupils to participate in enrichment activities including sport, the arts, STEM and environmental education.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom. E.g. morning well-being check-ins, nurture breakfast, 1-1 and class based thrive sessions, school therapy dog sessions

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data, both on a formative and summative basis. SLT (including SENDCO Lead), in consultation with class teachers, will identify 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, through intervention e.g. ELSA, 1-1 Thrive and Lego Therapy, from our well-being practitioner and Behaviour Lead.

Challenges

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

Challenge number	Detail of challenge
1	Data analysis of phonics scores suggests that where there are high cohorts of disadvantaged pupils, they generally have greater difficulties with phonics than their peers. This negatively impacts their fluency and comprehension development.
2	Our thrive-based assessments and morning check-ins indicate that the social and emotional well-being of many of our disadvantaged pupils is a concern, but this is also evident for non-disadvantaged pupils.
3	External data shows that less than 50% of disadvantaged pupils did not achieve maths at the end of Key Stage 2 and a significant difference between boys and girls.
4	Our behaviour monitoring systems (75%+PP) have identified children who are finding the expectations of the school day difficult to deal with. This is very cohort specific.
5	Well below attainment on entry to Early Years Foundation Stage in all areas, but particularly in Language and Comprehension and a third of children across school.
6	Our attendance data, for 2023-2024, indicates that attendance amongst disadvantaged pupils (in every year group) was lower than for non-disadvantaged pupils. This includes persistent absenteeism. Our assessment and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress

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
Improved reading attainment and progress amongst disadvantaged pupils in phonics	All children to have access to QF teaching and progress and attainment improves throughout school. In addition to QF teaching children receive targeted intervention through small group or 1-1 tuition, from trained RWI practitioners. Access to regular training from our reading lead ensures consistency and quality in delivery.
Improved reading attainment and progress amongst disadvantaged pupils in fluency	We will see an improvement in the 3 strands of fluency – accuracy, pace and prosody. This will enable children to develop improved comprehension of the text they are reading.
To achieve and sustain improved social and emotional well-being for all pupils, in our school	Morning check-ins throughout school by Well-being practitioner and Behaviour Lead. ELSA provision. ELSAs support aims to ensure children and young people feel happy in school. and to

	<p>reach their potential socially, emotionally and academically. They understand the barriers to learning that some children and young people might have and can help them with this.</p> <p>They can support the children and young person's emotional development and help them cope with life's challenges. ELSAs will also help children and young people to find solutions to problems they might have.</p> <p>Weekly Thrive sessions carried out by class teachers, linked to school's core values.</p> <p>1-1 Thrive sessions for children identified through class thrive assessments. These are carried out on a termly basis. This ensures children with gaps in social and emotional needs receive targeted support from a Thrive trained practitioner.</p> <p>Well-being practitioner works with children from Y4-6 in a well-being ambassador role.</p> <p>Sustained high levels of social and emotional well-being is demonstrated through a reduction in challenging behaviours.</p>
<p>To improve the attainment of disadvantaged pupils with a specific focus on the attainment of girls.</p>	<p>Support from a maths consultant within a local trust in evaluating our current scheme for maths.</p> <p>Improved engagement in girls when approaching maths.</p> <p>Intervention group for girls linked to building confidence and problem strategies, to ensure girls have a more positive attitude towards challenge.</p>
<p>To support children in self-regulation strategies to ensure they are ready for learning.</p>	<p>Excel spreadsheet used to show the information required for analysis and with the view of proactive work to begin. The spreadsheet is in line with Lacewood's behaviour policy. All staff document quickly, and on the spot, minor incidents. Consistency following the behaviour policy at this lower level guided staff and is easily monitored.</p> <p>Development of a CPOMS interface. This will enable all behaviour incidents to be recorded in one place. This will allow the behaviour lead to pull weekly reports, follow behaviour</p>

	policy, spot patterns and trends and collaborate with the SENCO in order to implement some targeted, purposeful behaviour interventions.
To improve children's language development particularly across EYFS/KS1	Children's language development progresses and children have a better understanding through language research based intervention. (Language Link). Targeted children are supported with a language intervention (Language Link). Children who have a significant gap in language development are further supported through Speech and Language Therapy. Programmes provided by SALT specialists are delivered in school. Regular reviews take place alongside a dedicated language teaching assistant. Children are able to use language age appropriately.
To achieve and sustain improved attendance for all pupils.	Sustained improved attendance by: <ul style="list-style-type: none"> •The overall absence rate for all pupils will reduce and the attendance gap between disadvantaged pupils and their non-disadvantaged peers be reduced •The % of all pupils who are persistently absent is lower and the figure amongst disadvantaged pupils being no lower than their peers.

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: £ 33,039.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Reading Beyond Phonics	To develop a research informed understanding of reading beyond phonics Workshop 1 – Embedding reading culture Workshop 2 – Understanding the principles and resourcing of teaching reading beyond phonics	1

	<p>Workshop 3 – Embedding reading fluency and vocabulary instruction</p> <p>Workshop 4 – Understanding and developing comprehension</p> <p>Workshop 5 – Supporting weaker readers to keep up in KS2</p> <p>Workshop 6 – Reading and Assessment v. Reading for Pleasure</p> <p>https://www.eventbrite.co.uk/e/accomplish-reading-after-phonics-tickets-1019087015697</p>	
Maths consultant support	<p>Data analysis of girls and boys in maths attainment demonstrates that girls performed well below boys. Significant gap in mental calculation strategies and fractions, decimals and percentages. A high number of children did not have the stamina to complete the paper. Current scheme to be reviewed with a focus on consistency of implementation.</p> <p>Considerations of change to the National Curriculum to be led by the NCETM.</p> <p>Change in this year in % of questions from Y6 curriculum to previous years when a child could have achieved standard through knowledge of Y3, Y4, and Y5 curriculums.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>Summary of recommendations – 1/5</p>	3
RWI Support Online subscriptions Development Days	<p>These support teachers/support staff in their delivery of RWI. It also supports home learning and ensuring children/parents have access to the resources.</p>	1
Reading Lead to implement a new approach to the teaching of reading across school, with a focus on fluency.	<p>The ability to apply and identify the correct pronunciation of written words immediately and without conscious effort.</p> <p>It involves smoothly and effortlessly decoding words while also comprehending and interpreting the text.</p> <p>Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content.</p> <p>https://educationendowmentfoundation.org.uk/reading-house/fluency</p> <p>Support pupils to develop fluent reading capabilities – key recommendation 2 in the EEF’s ‘Improving literacy in KS2’ guidance report</p>	1
Positive Regard CPD	<p>Training for whole school staff – 1 day CPD</p> <p>To enable staff to</p> <ul style="list-style-type: none"> • Understand and translate behaviour 	2,6

	<ul style="list-style-type: none"> • Use appropriate strategies for any behaviour • Use regulation strategies that have purpose and intent • Invite children into your clam rather than joining them in your chaos • Repair situations and make successful, long lasting, behaviour changes. <p>Specific leadership and management course for SENDCO.</p> <p>This develops an expert practitioner and behaviour professional who can confidently deliver advice, guidance and training in their setting and externally.</p> <p>https://positiveregard.co.uk/</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 21,233.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 tutoring for phonics (FS2, Y1, Y2)	Additional support staff to close the gap for FS2, Y1 and Y2 children to ensure the gap is narrowed. The above adult will be targeting the children's reading impacting on the bottom 20% across FS2 and KS1.. Early reading intervention	1
Additional specialist teaching for – Autumn 2 onwards (Intervention sessions) 6 hours per week	Analysis demonstrates that some children have significant gaps in their mathematical understanding. Intervention sessions to bridge gaps to ensure the children can meet the requirements of the Y6 maths curriculum through the use of NCETM and Ready to Progress documents. Small group and 1-1 support will be implemented dependent on gaps identified.	3
Teaching Assistant support for research based interventions Implementation of Speech and Language Link	1 x TA to deliver Language Link and SALT recommendations through structured interventions. A third of children throughout school have a moderate to severe language. Our severe children are referred to speech and language therapy as the assessment dictates and the moderate children access the intervention in	1,5

	school twice weekly with TA trained to deliver the programme	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 96,536.72

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue the use of Thrive throughout school by purchasing an annual Thrive license. Licensed Practitioners to receive annual CPD. Thrive will support our children emotionally- helping staff and children to understand needs signaled by their behaviour and providing us with targeted activities to help the children re-engage in learning.</p>	<p>Children in our school are regularly impacted in terms of social and emotional support. This often leads to children not being able to self-regulate. We have a large number of children who are diagnosed with autism, communication difficulties and attachment issues. Due to this, there are a larger proportion of children who require thrive intervention either through whole class, small group or 1-1 sessions.</p> <p>https://www.thriveapproach.com/impact-and-research</p> <p>Schools and settings that have adopted Thrive have reported many benefits. These include fewer disruptions in class, reduced exclusions and improved academic results. The knock-on effect of this can be better parent-school relationships and improved staff morale.</p>	<p>2,6</p>
<p>Employment of a Behaviour support lead to use positive regard strategies to improve behaviour culture in school.</p>	<p>Children in our school are regularly impacted in terms of social and emotional support. This often leads to children not being able to self-regulate. This member of staff will support the reintegration of children into their learning space. Positive regard in schools is a behavioural management culture that focuses on empathy, understanding, and the needs of each child. It can help pupils feel cared for, build relationships and develop resilience.</p> <p>https://www.cultofpedagogy.com/unconditional-positive-regard/</p> <p>When-Adults-Change-Everything-Changes/dp/1781352739</p>	<p>2,6</p>
<p>Continuation of employment of a wellbeing practitioner.</p>	<p>Children in our school are regularly impacted in terms of social and emotional support. This often leads to children not being able to self-regulate. There are a larger proportion of children who require thrive intervention, ELSA support and /or well-being checks, to enable them to be ready for learning.</p>	<p>2,6</p>

<p>Employment of a wellbeing practitioner. (Supporting pupils' social, emotional and behavioural needs)</p>	<p>Nurture breakfast for children that find getting to school on time and in the right mind-set for learning are given the opportunity to settle into school, prior to learning, to enable them to be regulated when they attend the first lesson of the morning. Children who have these difficulties are within the PP/CP/CIN categories.</p>	<p>2,6</p>
<p>Providing breakfast to all children</p>	<p>There is evidence that providing free, universal breakfast prepares children for learning, supports behaviour and school attendance. EEF Toolkit has independently evaluated 'The Magic Breakfast.' As 'Magic Breakfast' is no longer being funded, school decided to fund breakfast for all children, through the charity National School Breakfast. This has a cost implication for school.</p>	<p>2,6</p>
<p>Education Welfare Officer – fortnightly-proactive in addressing persistent absentees</p> <p>Parent Support Advisor/ Employment of PSA/SEN Assistant/Attendance Officer</p>	<p>The mind-set of a large proportion of our parents is that the children's attendance is not important. In school holidays are taken and fines do not appear to be deterring parents. There is a need to be proactive with attendance and therefore it is crucial that the support of an EWO officer for our attendance officer is pivotal to ensure attendance is dealt with in a timely manner.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	<p>6</p>

Total budgeted cost: £ 150,809.48

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 2023 to 2024 academic year.

We have detailed below our intended success criteria for the 2023-2024 academic year and a summary of if the success criteria have been achieved.	
Intended outcome	Success criteria
Improved reading attainment and progress amongst disadvantaged pupils	Bottom 20% of children have access to QF teaching and progress and attainment improves throughout school.
To develop children's language development particularly across EYFS/KS1	Children's language development progresses and children have a better understanding through language research based intervention.
To achieve and sustain improved social and emotional well-being for all pupils, in our school	<p>Sustained high levels of social and emotional well-being is demonstrated through</p> <ul style="list-style-type: none"> • Data from student voice, pupil and parent surveys and teacher observations • A reduction in challenging behaviours • Thrive approach sessions being delivered.
To ensure cohort specific children have access to quality adults to support them during the day	For children to have trained staff for evidence based interventions across all year groups, to ensure evidence based interventions are delivered appropriately
To achieve and sustain improved attendance for all pupils.	<p>Sustained improved attendance by:</p> <ul style="list-style-type: none"> •The overall absence rate for all pupils will reduce and the attendance gap between disadvantaged pupils and their non-disadvantaged peers be reduced •The % of all pupils who are persistently absent is lower and the figure amongst disadvantaged pupils being no lower than their peers.

Bottom 20% of children have access to QF teaching and progress and attainment improves throughout school, in reading

FS2

- 77% of children were on track in reading at the end of FS2.
- Of the 4 PP children 3 achieved standard at the end of FS2 which is 75% of PP children.
- Of the 4 pupils 4 have made average or above average progress from their starting points.

Y1

- 73% of children were on track in reading at the end of Y1.
- Of the 13 PP children 12 achieved standard at the end of Y1 which is 92% of PP children.
- All the children have made average or above average progress from their starting points.

Y2

- 73% of children were on track in reading at the end of Y2.
- Of the 8 PP children 7 achieved standard at the end of Y2 which is 88% of PP children.
- 7 of the 8 children have made average or above average progress from their starting points.

Y3

- 67% of children were on track in reading at the end of Y3.
- Of the 15 PP children 7 achieved standard at the end of Y3 which is 47% of PP children.
- 9 of the 15 children have made average or above average progress.

Y4

- 87% of children were on track in reading at the end of Y4.
- Of the 11 PP children 10 achieved standard at the end of Y4 which is 91% of PP children.
- Of the 11 children 10 have made average or above average progress from their starting points.

Y5

- 70% of children were on track in reading at the end of Y5P.
- Of the 16 PP children 11 achieved standard at the end of Y5 which is 69% of PP children.
- Of the 16 children 12 made average or above average progress

Y6

- 73% of children were on track in reading at the end of Y6.
- Of the 24 PP children 14 achieved standard at the end of Y6 which is 58% of PP children.
- Of the 24 children, 21 made average or above average progress

Children's language development progresses and children have a better understanding through language research based intervention.

Language Link has been disseminated across Foundation Stage and Key Stage 1 children. All children have either made progress to the next level or have been taken off the programme for achieving effective intervention. The children in red have been referred to Speech and Language for more intense support.

Sustained high levels of social and emotional well-being is demonstrated through:

- A reduction in challenging behaviours
- Thrive approach sessions being delivered.

ELSA sessions being delivered

Thrive and ELSA sessions are delivered through our well-being practitioner. Our well-being practitioner is a trained thrive practitioner and ELSA (Emotional Literacy Support Assistant) trained assistant. This allows her to help with:

Loss and bereavement
Emotional Literacy
Self-esteem
Social Skills
Friendship issues
Relationships
Managing strong feelings
Anxiety and worries
Bullying
Conflict
Emotional Regulation
Growth Mind-set
Social and therapeutic stories
Problem solving

Pupils know that they can turn to any adult in school for support, but they also know that our well-being practitioner and Behaviour Lead is available for any child, particularly if they are feeling anxious and overwhelmed and actions can be taken in the moment. Challenging behaviours are dealt with much more effectively and staff recognise that these challenging behaviours are occurring for a reason and impacting on the child's ability to regulate their own behaviour/emotions.

Sustained improved attendance by:

•The overall absence rate for all pupils will reduce and the attendance gap between disadvantaged pupils and their non-disadvantaged peers be reduced

The overall attendance absence rate has reduced for all pupils. When comparing disadvantaged and non-disadvantage categories the rates have reduced for most categories, apart from unauthorised absence which has increased for the disadvantaged children.

<u>Attendance</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>
Overall attendance	91.75%	93.2%	93.42%
Persistent Absentees	28.5%	19.92%	21.22%
Authorised absence	5.31%	3.86%	3.55%
Unauthorised absence	2.94%	2.94%	3.03%
Disadvantaged overall attendance	90.1%	91.59%	92.06%
Persistent absentees	35.44%	25%	29.47%
Authorised attendance	5.84%	4.32%	4.06%
Unauthorised attendance	4.06%	4.9%	3.88%
Non-Disadvantaged overall attendance	92.76%	94.2%	94.26%
Persistent absentees	24.22%	17.09%	16%
Authorised attendance	4.99%	3.57%	3.23%
Unauthorised attendance	2.25%	2.23%	2.51%

•The % of all pupils who are persistently absent is lower and the figure amongst disadvantaged pupils being no lower than their peers.

The % of all pupils who are persistently absent is lower in 2022-2023 than in 2021-2022. However, the gap between disadvantaged and non-disadvantaged is still wider.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Positive Regard	Wellspring Trust
Thrive Approach	Thrive
ELSA	Educational Psychologists throughout the country
Reading Beyond Phonics	Accomplish Mat

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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