

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	286
Proportion (%) of pupil premium eligible pupils	37.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
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	£140,330
Recovery premium funding allocation this academic year	£ 6,272
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£146,602

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 that goal, 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. The strategies outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This 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
- 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

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, 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.

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 and school-led catch up.
- 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.

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 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	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Our assessments and observations 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. The well-being survey carried out amongst pupils has also highlighted this.
3	Our internal assessments indicate that attainment amongst disadvantaged pupils is below that of non-disadvantaged pupil. This is evident across all year groups. The gap remains to the end of KS2.

4	Our observations 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 indicates that attendance amongst disadvantaged pupils has been 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	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	Sustained high levels of social and emotional well-being is demonstrated through <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.	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: £ 10,994.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional specialist teaching for -Spring (Booster classes x3 afternoons)	Children in Y6 have been impacted by Covid and to give them the best possible life chances boosters need to be implemented. Some children, within Y6, are also capable of achieving greater depth across reading, writing and maths	3
RWI Support Online subscriptions Development Days	These support teachers/support staff in their delivery of RWI. It also supports home learning.	1,3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30,331.40

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
Teaching Assistant support for research based interventions Implementation of Speech and Language Link	2 x TA's to deliver Language Link, Lego therapy, Music Therapy and Thrive. 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	1,3,5

	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: £ 106,021

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	Children in our school have been severely impacted in terms of social and emotional support. There are a larger proportion of children who require thrive intervention.	2,4
Employment of a Behaviour support lead with Thrive training	Children in our school have been severely impacted in terms of social and emotional support. There are a larger proportion of children who require thrive intervention. A Y6 class has particularly struggled to adapt back into a positive learning mind-set. This member of staff will support the social and emotional aspects of learning to enable the academic learning to take place.	2,4
Continuation of employment of a wellbeing practitioner.	Children in our school have been severely impacted in terms of social and emotional support. There are a larger proportion of children who require thrive intervention and /or well-being checks..	2,4
Employment of a wellbeing practitioner. (Supporting pupils' social, emotional and behavioural needs)	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 category.	3,4,6

<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>3,4,6</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 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>EEF Teaching and Learning Toolkit (2018) 'Parental engagement' +3 'evidence shows that it is consistently associated with pupil's success at school.'</p>	<p>6</p>

Total budgeted cost: £ 147,347.20

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 2022 to 2023 academic year.

We have detailed below our intended success criteria for the 2022-2023 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.
Improved reading, writing and maths attainment and progress for all disadvantaged pupils throughout school.	Reading, writing and maths outcomes for all pupils show that a larger percentage of disadvantaged pupils meet the expected standard for their year group.
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	Sustained high levels of social and emotional well-being is demonstrated through <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.	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.

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

FS2

- 73% of children were on track in reading at the end of FS2.
- Of the 11 PP children 7 achieved standard at the end of FS2 which is 64% of PP children.
- Of the 11 pupils 10 have made average or above average progress from their starting points.

Y1

- 67% of children were on track in reading at the end of Y1.
- Of the 8 PP children 4 achieved standard at the end of Y1 which is 50% of PP children.
- 5 of the 8 children have made average or above average progress from their starting points.

Y2

- 62% of children were on track in reading at the end of Y2.
- Of the 11 PP children 4 achieved standard at the end of Y2 which is 36% of PP children.
- 5 of the 11 children have made average or above average progress from their starting points.

Y3

- 76% of children were on track in reading at the end of Y3.
- Of the 10 PP children 8 achieved standard at the end of Y3 which is 80% of PP children.
- All children have made average or above average progress.

Y4

- 67% of children were on track in reading at the end of Y4.
- Of the 16 PP children 10 achieved standard at the end of Y4 which is 62.5% of PP children.
- Of the 16 children 14 have made average or above average progress from their starting points.

Y5P

- 76% of children were on track in reading at the end of Y5P.
- Of the 12 PP children 10 achieved standard at the end of Y5 which is 83% of PP children.
- Of the 12 children they all made average or above average progress

Y5B

- 80% of children were on track in reading at the end of Y5B.
- Of the 12 PP children 8 achieved standard at the end of Y5 which is 67% of PP children.
- Of the 12 children 11 made average or above average progress

Y6

- 80% of children were on track in reading at the end of Y6.
- Of the 15 PP children 10 achieved standard at the end of Y6 which is 67% of PP children.
- Of the 15 children, 14 made average or above average progress

Reading, writing and maths outcomes for all pupils show that a larger percentage of disadvantaged pupils meet the expected standard for their year group.

Writing

FS2

- 70% of children were on track in writing at the end of FS2.
- Of the 11 PP children 7 achieved standard at the end of FS2 which is 64% of PP children.
- Of the 11 pupils all have made average or above average progress from their starting points.

Y1

- 57% of children were on track in writing at the end of Y1.
- Of the 8 PP children 4 achieved standard at the end of Y1 which is 50% of PP children.
- All children have made average or above average progress from their starting points.

Y2

- 68% of children were on track in writing at the end of Y2.
- Of the 11 PP children 6 achieved standard at the end of Y2 which is 54% of PP children.
- All the children have made average or above average progress from their starting points.

Y3

- 69% of children were on track in writing at the end of Y3.
- Of the 10 PP children 7 achieved standard at the end of Y3 which is 70% of PP children.
- All children have made average progress.

Y4

- 63% of children were on track in writing at the end of Y4.
- Of the 16 PP children 11 achieved standard at the end of Y4 which is 69% of PP children.
- Of the 16 children 14 have made average or above average progress from their starting points.

Y5P

- 63% of children were on track in writing at the end of Y5P.
- Of the 12 PP children 6 achieved standard at the end of Y5 which is 50% of PP children.
- Of the 12 children they all made above average progress

Y5B

- 67% of children were on track in writing at the end of Y5B.
- Of the 12 PP children 5 achieved standard at the end of Y5 which is 42% of PP children.
- Of the 12 children all made above average progress

Y6

- 73% of children were on track in writing at the end of Y6.
- Of the 15 PP children 8 achieved standard at the end of Y6 which is 53% of PP children.
- Of the 15 children, all made average or above average progress

Maths

FS2

- 70% of children were on track in maths at the end of FS2.
- Of the 11 PP children 7 achieved standard at the end of FS2 which is 64% of PP children.
- Of the 11 pupils 9 have made average or above average progress from their starting points.

Y1

- 83% of children were on track in Maths at the end of Y1.
- Of the 8 PP children 4 achieved standard at the end of Y1 which is 50% of PP children.
- 7 of the 8 children have made average or above average progress from their starting points.

Y2

- 90% of children were on track in maths at the end of Y2.
- Of the 12 PP children 11 achieved standard at the end of Y2 which is 92% of PP children.
- All of the 12 children have made average or above average progress from their starting points.

Y3

- 65% of children were on track in maths at the end of Y3.
- Of the 10 PP children 6 achieved standard at the end of Y3 which is 60% of PP children.
- All children have made average progress.

Y4

- 70% of children were on track in maths at the end of Y4.
- Of the 16 PP children 11 achieved standard at the end of Y4 which is 69 of PP children.
- All the 16 children have made average or above average progress from their starting points.

Y5P

- 77% of children were on track in maths at the end of Y5P.
- Of the 12 PP children 9 achieved standard at the end of Y5 which is 75% of PP children.
- Of the 12 children they all made average progress

Y5B

- 84% of children were on track in maths at the end of Y5B.
- Of the 12 PP children 9 achieved standard at the end of Y5 which is 75% of PP children.
- All the 12 children made above average progress

Y6

- 83% of children were on track in maths at the end of Y6.
- Of the 15 PP children 10 achieved standard at the end of Y6 which is 67% of PP children.
- All the 15 children made 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

•Data from student voice, pupil and parent surveys and teacher observations

•A reduction in challenging behaviours

•Thrive approach 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

Pupil voice has recognised the support these interventions have for children and they also know that our well-being practitioner 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>
Overall attendance	91.75%	93.2%
Persistent Absentees	28.5%	19.92%
Authorised absence	5.31%	3.86%
Unauthorised absence	2.94%	2.94%
Disadvantaged overall attendance	90.1%	91.59%
Persistent absentees	35.44%	25%
Authorised attendance	5.84%	4.32%
Unauthorised attendance	4.06%	4.9%
Non-Disadvantaged overall attendance	92.76%	94.2%
Persistent absentees	24.22%	17.09%
Authorised attendance	4.99%	3.57%
Unauthorised attendance	2.25%	2.23%

•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

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