

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	263
Proportion (%) of pupil premium eligible pupils	37.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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	£111,785
Recovery premium funding allocation this academic year	£ 5,655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£117,440</b>

# 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme (Academic Mentor) for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 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	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
7	Due to school closures, there still remains a back log of cases for additional services such as Educational Psychologist and SCI Team.

## 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.
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"> <li>• Data from student voice, pupil and parent surveys and teacher observations</li> <li>• A reduction in challenging behaviours</li> <li>• Thrive approach sessions being delivered.</li> </ul>
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

<p>To achieve and sustain improved attendance for all pupils.</p>	<p>Sustained improved attendance by:</p> <ul style="list-style-type: none"><li>•The overall absence rate for all pupils will reduce and the attendance gap between disadvantaged pupils and their non-disadvantaged peers be reduced</li><li>•The % of all pupils who are persistently absent is lower and the figure amongst disadvantaged pupils being no lower than their peers.</li></ul>
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## 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: £ 46,385.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional specialist teaching from Autumn Term 2- Summer 1 (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 Subscriptions	These support teachers/support staff in their delivery of RWI. It also supports home learning.	1,3
0.4 teacher in Reception class Targeted provision for pupils in EYFS (F2) for reading	This will allow the EYFS lead/Assistant Head to be released to support 1-1 tuition in reception class and Y1. EYFS Lead/Assistant Head can be targeting the children's reading impacting on the bottom 20% before they move into Y1. Early reading intervention	1,3,5
Recruitment of 2 experienced teachers for Y2/Y5	Our children have been impacted by Covid-19 and the departure of 2 experienced staff due to retirement and establishing 2 members of staff who can 'hit the ground running' has been paramount to achieving QFT.	3

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

Budgeted cost: £ 20,590,20

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 tutoring for phonics (Y1, Y2)	Additional support staff to close the gap for Y1 and Y2 children who have been	1

	affected by school closures and to ensure the gap is narrowed.	
1-1 support with Reading (Y3, Y4)	Additional support staff to close the gap for Y3 and Y4 children who have been affected by school closures and to ensure the gap is narrowed.	1,3
Additional targeted support (1 HLT/TA) to provide increased proportion of adult-directed activities ~ whole class and discrete small groups in Y1 impacting on reading, writing and maths	Additional support to target the most vulnerable to ensure the gap is narrowed in all areas of the curriculum through targeted support.	1,3
Additional Teaching Assistant Support. Increase in the numbers of TAs available to support the targeted learning and needs of pupils.	School closures have impacted throughout school so additional staffing will support both the learning and social and emotional needs of the children.	1,3,5
Employment of an Academic Mentor	Children who are falling further behind require 1-1 and small group intensive support.	1,3
Implementation of Speech and Language Link	Structured intervention. 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 school twice weekly with TA trained to deliver the programme	5
Teaching Assistant Deployment	Strategic employment of TA's is vital to ensure the correct children are being supported. Training and use of EEF 'Making the best use of Teaching Assistants' to be delivered to teachers and to TA's looking at the 6 recommendations and the use of evidence-based interventions as highlighted throughout the strategy.	1,4,5

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 71,996.20

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 Assistant 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 Y5 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
Employment of a wellbeing practitioner. Thrive training to be provided	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)	Introduction of a nurture breakfast for children that find getting to school on time and in the right mindset 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
Providing breakfast to all children	There is some evidence that providing free, universal breakfast prepares children for learning, support behaviour and school attendance. EEF Toolkit has	3,4,6

	independently evaluated 'The Magic Breakfast.'	
<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 mindset of a large proportion of our parents is that the children's attendance is not as important, because they had time out of school when schools were closed during the pandemic. 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>	6
<p>Additional Support Services (Ed Psych/BESST)</p> <p>Provide access to Educational Psychology and SCI team-observations, assessments and advice for individual pupils with specific needs. Aim to support key children in overcoming barriers to learning</p>	<p>Children who have not been seen due to school closures who have additional needs has been a massive concern. By buying into these services we are saying we expect our children to be seen and interventions be put in place.</p>	2,4,7

**Total budgeted cost: £ 138,972,22**

## 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.

We have detailed below our intended success criteria for the 2021-2022 academic year and a summary of if the success criteria have been achieved.

#### **The bottom 20% of children are targeted and progress and attainment improves throughout school in reading.**

##### FS2

- 80% of children were on track in reading at the end of FS2. Of the 8 PP children 7 achieved standard at the end of FS2 which is 87.5% of PP children. Although the bottom 20% did not reach expected they have made average progress in line with the majority of their peers. Reception Baseline identified 14 children working well below on entry to reception which accounts for more than 20% of children. However, 8 out of 14 children achieved expected at the end of reception, making above average progress.

##### Y1

- 82% of children were on track in reading at the end of Y1. Of the 9 PP children 5 achieved standard at the end of Y1 which is 56.5% of PP children. Of the 10 children that left Foundation stage below expected, which equates to a third rather than 20% of children, 50 % of these children (5 children) have moved to being on track by the end of Y1. All of the 10 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 9 PP children 7 achieved standard at the end of Y2 which is 78% of PP children. Of the 13 children that left Foundation stage below expected, which equates to 43% rather than 20% of children, 46 % of these children (6 children) have moved to being on track by the end of Y2. 5 of the 13 children below expected at the end of Foundation stage were also PP children and 3 of these 5 achieved expected at the end of Y2. Of the 13 children 7 have made accelerated progress from their starting points.

### Y3

- 65% of children were on track in reading at the end of Y3. Of the 15 PP children 11 achieved standard at the end of Y3 which is 73% of PP children. Of the 9 children that left KS1 below expected, which equates to 31% rather than 20% of children, 22 % of these children (2 children) have moved to being on track by the end of Y3. 6 of the 9 children below expected at the end of KS1 were also PP children and 2 of these 6 achieved expected at the end of Y3. A third of children in this cohort are also on the SEN register and 5 out of the 10 are also PP.

### Y4

- 80% of children were on track in reading at the end of Y4. Of the 12 PP children 9 achieved standard at the end of Y4 which is 75% of PP children. Of the 16 children that left KS1 below expected, which equates to 55% rather than 20% of children, 62.5 % of these children (10 children) have moved to being on track by the end of Y4. 7 of the 16 children below expected at the end of KS1 were also PP children and 4 of these 7 achieved expected at the end of Y4. 6 of the 16 children are also on the SEN register. Of the 16 children 12 have made accelerated progress from their starting points.

### Y4

- 60% of children were on track in reading at the end of Y4. Of the 12 PP children 6 achieved standard at the end of Y4 which is 50% of PP children. Of the 16 children that left KS1 below expected, which equates to 53% rather than 20% of children, 25 % of these children (4 children) have moved to being on track by the end of Y4. 7 of the 16 children below expected at the end of KS1 were also PP children and 1 of these 7 achieved expected at the end of Y4. 6 of the 16 children are also on the SEN register.

### Y5

- 86% of children were on track in reading at the end of Y5. Of the 16 PP children 12 achieved standard at the end of Y5 which is 75% of PP children. Of the 8 children that left KS1 below expected, which equates to 27% rather than 20% of children, 62.5 % of these children (5 children) have moved to being on track by the end of Y5. 7 of the 8 children below expected at the end of KS1 were also PP children and 4 of these 8 achieved expected at the end of Y5. 6 of the 8 children are also on the SEN register. Of the 8 children 7 have made accelerated progress from their starting points.

## Y6

- 69% of children were on track in reading at the end of Y6. Of the 6 PP children 1 achieved standard at the end of Y6 which is 17% of PP children. Of the 7 children that left KS1 below expected, which equates to 22% rather than 20% of children, 0 % of these children have moved to being on track by the end of Y6. 4 of the 7 children below expected at the end of KS1 were also PP children and 0 of these 7 achieved expected at the end of Y6. 3 of the 7 children are also on the SEN register. Of the 7 children 4 have made average progress from their starting points.

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

## **FS2**

### **Reading**

87.5% of PP children achieved expected as opposed to 76% of non-disadvantaged children. The PP children also made expected progress in line with non-disadvantaged children.

### **Writing**

75% of PP children achieved expected as opposed to 71% of non-disadvantaged children. The PP children also made expected progress in line with non-disadvantaged children.

### **Maths**

62.5% of PP children achieved expected as opposed to 76% of non-disadvantaged children. The PP children made expected progress in line with non-disadvantaged children.

## **Y1**

### **Reading**

55.5% of PP children achieved expected as opposed to 95% of non-disadvantaged children. The PP children made expected progress in line with non-disadvantaged children.

## **Writing**

44% of PP children achieved expected as opposed to 74% of non-disadvantaged children. The PP children made expected progress in line with non-disadvantaged children.

## **Maths**

44% of PP children achieved expected as opposed to 79% of non-disadvantaged children. The PP children made expected progress in line with non-disadvantaged children.

## **Y2**

### **Reading**

78% of PP children achieved expected as opposed to 71% of non-disadvantaged children. The PP children made above expected progress.

### **Writing**

56% of PP children achieved expected as opposed to 71% of non-disadvantaged children. The PP children made above expected progress.

### **Maths**

89% of PP children achieved expected as opposed to 76% of non-disadvantaged children. The PP children made above expected progress.

## **Y3**

### **Reading**

73% of PP children achieved expected as opposed to 57% of non-disadvantaged children. The PP children made expected and above expected progress.

### **Writing**

53% of PP children achieved expected as opposed to 64% of non-disadvantaged children. The PP children made expected and above expected progress.

### **Maths**

47% of PP children achieved expected as opposed to 57% of non-disadvantaged children. The PP children made expected and above expected progress.

## Y4

### Reading

75% of PP children achieved expected as opposed to 83% of non-disadvantaged children. The PP children also made expected and above expected progress. in line with non-disadvantaged children.

### Writing

42% of PP children achieved expected as opposed to 61% of non-disadvantaged children. The PP children also made expected and above expected progress.

### Maths

83% of PP children achieved expected as opposed to 72% of non-disadvantaged children. The PP children also made expected and above expected progress.

## Y5

### Reading

75% of PP children achieved expected as opposed to 100% of non-disadvantaged children. The PP children also made expected and above expected progress.

### Writing

56% of PP children achieved expected as opposed to 86% of non-disadvantaged children. The PP children also made expected and above expected progress.

### Maths

62.5% of PP children achieved expected as opposed to 100% of non-disadvantaged children. The PP children also made expected and above expected progress.

## Y6

### Reading

17% of PP children achieved expected as opposed to 81% of non-disadvantaged children. The PP children also made expected and above expected progress, despite low starting points.

### Writing

17% of PP children achieved expected as opposed to 85% of non-disadvantaged children. The PP children also made expected and above expected progress, despite low starting points.

## **Maths**

33% of PP children achieved expected as opposed to 81% of non-disadvantaged children. The PP children also made expected and above expected progress, despite low starting points.

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

- Parental surveys demonstrated that 99% of children are happy at Lacewood and 100% of parents say their child feels safe at Lacewood.
- Children surveys tell us that children are worried about some children's behaviour. However, they believe school deal with these behaviours appropriately.
- A reduction in behaviours – There still remains a group of hard to reach children due to interruptions in their social and emotional development and additional needs. Thrive continues to support these children.

Our assessments and observations, particularly through thrive assessments, indicated that children's behaviour and well-being and mental health continued to be significantly impacted. The impact was particularly evident for disadvantaged children. This is the reason it has been enhanced further, in our plan for this year, particularly with the employment of a wellbeing practitioner.

### **Children are ready to learn and show respect and willingness towards the adults who are supporting them.**

There are a small number of pupils who display negative behaviours but they behave in such a way as they find it difficult to regulate themselves due to their complex needs and social and emotional disruptions in their development. This has now led to the appointment of a full time Thrive Childhood Licensed Practitioner who can catch and match children's feelings as they occur.

### **The % of children achieving GLD will be broadly in line with national.**

GLD was 70% and above national and the local authority. It was also Lacewood's highest GLD score.

### **Sustained improved attendance by Summer Term 2023**

#### **•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 absence rate for all pupils did not reduce, but increased, due to term time holidays. However, the gap between disadvantaged and non-disadvantaged reduced and was a gap of 0.33% for authorised absences and 1.63% for unauthorised

absences. Last year the gaps were 1.64% and 3.02% retrospectively. The gap has therefore narrowed between disadvantaged and non-disadvantaged pupils.

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

Persistent absenteeism amongst disadvantaged pupils remains higher than non-disadvantaged pupils but is in line with last year's figures. However, persistent absenteeism has increased since 2020-2021. This is due to the lateness after registers close of a group of 5 children and holidays taken in term time that alongside illness have impacted some children's attendance.

## 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
Thrive – Childhood Licensed Practitioner	Thrive on-line/Thrive training

## 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

# Further information (optional)

*Employment of 2 experienced staff*