

Review of expenditure				
Previous Academic Year		September 2019 – July 2020		
<p>COVID-19 Due to the changes to educational provision caused by the COVID-19 pandemic our use of the funding was adapted to meet students' needs as they arose, whilst making every effort to maintain the principles outlined in this document.</p> <p>During this time Laceyfield had the following Key priorities:</p> <ul style="list-style-type: none"> • Ensure the health, safety and wellbeing of all staff and families • Retain a sense of connectedness • To safely reopen the academy • To take into account DfE requests and advice from Public Health England <p>Pupil Premium champions will draw from the Children's Commissioner and the Education Endowment Foundation publications: https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/04/cco-tackling-the-disadvantage-gap-during-the-covid-19-crisis.pdf https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/</p> <p>They will continue to follow guidance and advice from relevant bodies as it emerges, in consultation with all stakeholders.</p>				
Attainment July 2020 NA				
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)	Cost
<p>Children in receipt of pupil premium funding achieve expected progress or better through QFT and when required they are supported by wave 2 and 3 interventions</p> <p>(Academy Development Dream KP1)</p> <p>SEND needs are identified and met</p> <p>Evidence pedagogy so that QFT is extraordinary and has the greatest positive impact on pupils outcomes</p> <p>(Academy Development Dream KP2)</p>	<ul style="list-style-type: none"> • Shared vision and focus across KS1 and KS2 • QFT – CPD • Termly Pupil Assessments/Progress meeting to identify underachievers • Subject/Middle leads to drive QFT planning and provision • Quality support for learning in the classroom • Design and implement a Curriculum that enables children to read with purpose and develop cultural capital • SEND reviews identify needs and targets. Support is available in every classroom and additional interventions are delivered by SEND TA lead. 	<ul style="list-style-type: none"> • Pupil Premium champions on SLT. Shared vision with Assistant Principals leading on both sites. • Assessment data compares data for PP and Non PP, Autumn term only completed in academic year 19/20. Data reported to the governing body. • Pupil progress meetings follow data collection points and individual pupils are discussed and progress monitored. (Completed Autumn term only) • Full programme of CPD developed, to provide quality training that will impact on QFT • During lockdown this continued through Google meets additional online training was available and a CPD library for staff to access. 	<ul style="list-style-type: none"> • SLT PP Champion is a key driver in ensuring that the PP children are always in the forefront of receiving the support and interventions that are required to ensure their developments and achievements are in line with ALL others. • During lockdown every effort was made to ensure that ALL children could access online learning or provided with a paper copy. Staff went above and beyond their duties to ensure this happened. Regular contact was made with all families to ensure that we were meeting their needs fully. • All staff responded positively to the opportunities available for CPD and this can be followed up in the new academic year. <p>The drive towards improving standards through the delivery of Quality First Teaching will continue to be a key driver in the new Academy Development Dream. The impact of school closure for six months halted the progress and training but firm foundations have been laid and we will continue to build on these over the next few years, eradicating under-achievement and bringing attainment and progress in-line with National.</p> <p>We want every child to achieve their full potential.</p>	<p>Staffing:</p> <p>Leadership Responsibility - £20,000</p> <p>TA Support – £100,00</p> <p>Staff Training £5000</p>

<p>Raise attainment / progress in reading, writing and maths</p> <p>(Academy Development Dream KP3)</p> <p>Ensure disadvantaged children have increased first hand experiences and remove the potential of any cost barriers</p>	<ul style="list-style-type: none"> Curriculum Enhancement / Enrichment activities i.e. year group visits, sporting opportunities, after school provision, visitors to school – Shakespeare Drama group and production, whole school WOW weeks. Inspirational learning experiences are regularly provided . Mini Police Project will engage pupils first hand in a variety of ‘Keeping children safe’ projects in school and the local community. Young Carers support programme in school. All pupils have access to quality reading materials in school and at home 	<ul style="list-style-type: none"> This was in place for the academic year 2019/2020 and will be picked up and in place for 2020-2021 New curriculum projects planned for delivery and roll out in the Summer term 2020 were put on hold due to lockdown but will be implemented September 2020. 	<ul style="list-style-type: none"> All activities to enhance and inspire learning through our curriculum should be encouraged and further developed through the new project based curriculum. <p>Target: We will provide ‘life’ experiences that some children will not even access from home and enrich their lives and provide aspirations for their future and support the teaching of English and Maths and develop a lifelong love of learning.</p>	
<p>Improve behaviour, social and emotional wellbeing</p> <p>Provision of Healthy snacks and milk</p>	<ul style="list-style-type: none"> Provision of healthy snacks and milk to ensure that all pupils can access learning successfully and barriers to learning are reduced. CT’s and support staff to monitor vulnerable pupils and ensure that barriers to learning are swiftly removed. 	<ul style="list-style-type: none"> Nurture team have continued to build their own expertise through additional training and qualifications, supported by positive regard. The Nurture Nooks provide support for emotional health and well-being and a comfortable place to regulate for learning. Alternative lunchtime provision available to all pupils who need space/quiet/fewer distractions. Regulate, Relate, Reason has supported staff and children in quickly returning children back to their learning. PHABS assessments are completed with individual children Targeted sensory circuits interventions are delivered to remove barriers to learning ‘Bee-haviours’ have been adopted and support positive behaviour across the whole school. 	<ul style="list-style-type: none"> The emotional wellbeing of ALL children will be a key priority on the return to school after lock down. Social media platforms supported families throughout the pandemic and created a sense of community and support for all families. More individual cases were dealt with by SLT with regular communication. SLT PP champions ensured that ALL vulnerable families received their FSM vouchers and were on hand to support families throughout lockdown. This included; the delivery of breakfast packs supported by the Magic breakfast charity. This provision continued throughout the summer holidays in association with The Community Larder and the local church to provide packed lunches every week (96 families across Laceyfield took up this offer during the holidays). The positive ‘bee-haviours’ will provide a framework of support and expectation for children and families returning to school in September 2020. The provision of a nurture breakfast will be extended to all classrooms every day with the support from ‘Magic Breakfast’ charity (Autumn term only) to ensure that all pupils experience a positive start to the school day 	<p>Cool Milk £1000</p> <p>Healthy Snacks - £10/week £150/term</p> <p>Additional funding will be allocated to ensure that we build on the Nurture provision within school.</p>
<p>Attendance and punctuality of disadvantaged pupils is raised.</p> <p>Reduce/ remove attendance barriers for disadvantaged pupils</p>	<ul style="list-style-type: none"> Caring supportive environment where children want to attend and feel safe is evident throughout school Monitoring of attendance in line with attendance policy and completed daily in school. Weekly meeting with SLT to identify trends and persistent Absences and action required. 	<ul style="list-style-type: none"> Individual support programmes available as and when required. Attendance monitored weekly and comparisons made. Attendance data displayed on each classroom door. 	<ul style="list-style-type: none"> Attendance is an on-going concern and a target for each academic year. Laceyfields will continue to work alongside their families to ensure that we keep attendance % at or above 96%. 	<p>Super starts Costing</p> <p>Staffing - £100/week £1200/term</p> <p>Costs - £50/week £600/term</p> <p>Attendance Rewards £500</p>

<p>Reduce the number of children recorded as late after register.</p>	<ul style="list-style-type: none"> • 'Super-starts' – early morning club providing breakfast and activities to target vulnerable pupils to help alleviate attendance and punctuality issues. (Supported by Magic Breakfast scheme) • Incentive and reward schemes for attendance • Termly rewards for 100% attendance • Attendance is positively supported and absences challenged where appropriate • Attendance of disadvantaged pupils to be monitored and interventions to take place as required. • Stay safe counselling and personalised programmes delivered by school counsellor 			
<p>Targeted Intervention Support, meeting identified individual needs</p>	<ul style="list-style-type: none"> • Implementation of new mastery for maths approach for all Year groups. • Intensive, well-resourced, small group tuition led by experienced teachers. • Dedicated TA lead for SEND pupils • Staff are trained in effective ways to support children with SEND • Teaching Resources available as required 	<ul style="list-style-type: none"> • Mastery Maths approach - staff training completed (Sept 2019) and maths lead to oversee a phased development and continued implementation throughout the next academic year. • Support staff - SEND role - effective with new intervention programs introduced 	<ul style="list-style-type: none"> • Mastery approach implementation to be continued with further staff training and resourcing. • Lexia intervention implemented in Y3/5 - further roll out planned in next academic year. • Highlight continued provision for SEND pupils with all staff and further explore ways to support. 	<p>1:1/Small group support led by qualified teacher</p> <p>Staffing Cost: £10,000</p> <p>SEND Lead - TA support</p> <p>Staffing Cost £40,000</p>
<p>All safeguarding concerns and families who require support via EHA, TAC, CIN, CP, including levels of deprivation are swiftly addressed.</p>	<ul style="list-style-type: none"> • EHA completed to identify family needs • All SLT have two-day safeguarding training • DSL attends all multi-agency meetings • Staff regularly capture the voice of the child which is relayed into multi-agency meetings • Classroom support • support individual children through difficult periods – aiming to raise self-esteem, aspirations etc. • Endeavour to remove barriers to learning that may not be addressed by the child's parents /guardians 	<ul style="list-style-type: none"> • New recording system C-POMS is introduced across the school to improve communication and provide evidence of behaviour and safeguarding concerns. This ensures opportunities for SLT to oversee all concerns and ensure that they are all addressed. • Clear SLT roles ensure responsibilities are allocated across the team • Staff all have responsibility for the safeguarding and receive regular updates and training, training pathways continue to be met and are met during lockdown • The Nurture Nooks provide support for emotional health and well-being and a comfortable place to regulate for learning. 	<ul style="list-style-type: none"> • We are all responsible for the safeguarding of all pupils at all times. • This provision is continuous and on-going. • Language and logics continued through lockdown through on-line support and the provision of support materials. 	
<p>Parental support for learning and aspirations for their children are raised</p>	<ul style="list-style-type: none"> • Promote high aspirations at all opportunities – parents evening, showcase events etc. • Language and logics club • English and Maths Parents workshops 	<ul style="list-style-type: none"> • Laceyfields operates an open-door policy and parents are encouraged to share any concerns at any time with CT's or SLT. • Parents are actively encouraged to be involved and play a big part in the education of their child • Subject Leads actively organise events that allow adult participation and involvement 	<ul style="list-style-type: none"> • Parental involvement in learning activities, information meetings and social events is both encouraged and offered. • The role of subject leads and their subject action plans focus on family learning and engagement. 	<p>Costing £5000</p>

	<ul style="list-style-type: none"> ● Development of 'Laceyfieldlouth' PTA 	<ul style="list-style-type: none"> ● Language and logics club supported all pupils ● High aspirations are shared with all shareholders ● Laceyfield PTA events successes; disco, bingo and breakfast with Santa. 		
<p>Improve behaviour, social and emotional wellbeing in order that pupils are ready for learning.</p>	<ul style="list-style-type: none"> ● Transition Project in Y3/6 ● Vulnerable pupils to receive additional support at after school clubs that will focus on self-esteem, life skills and confidence building. 	<ul style="list-style-type: none"> ● Staff to identify vulnerable pupils with low self-esteem to invite to well-being transition groups to build confidence. 	<ul style="list-style-type: none"> ● Transition projects limited due to on-line support and telephone calls due to lockdown ● Vulnerable group projects did not take place. 	