

Lacey Gardens Academy Pupil Premium 2020 – 2021

1. Summary information

School	Lacey Gardens Academy				
Academic Year	2020/2021	Total PP budget	£ 239,410 (PP Funding) £ 1240 (Services) 4 pupils £ 7035 (LAC) 3 pupils £ 4690 (Post LAC) 2 pupils Total: £ 252,375	Date of most recent PP Review	October 2020
Total number of pupils	363	Number of pupils eligible for PP	178 – 49%	Dates for next internal review of this strategy	February 2021

2. Current attainment

	Pupils eligible for PP (your school)	GDS	Pupils not eligible for PP (national average)	GDS
% achieving age related expectations in reading, writing and maths July 2019				
Phonics Screening Check				
Phonics Screening Check Re-take				
EYFS Good Level of Development				

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school)

A.	Further enhance quality first teaching by having high expectations ensuring aspirational outcomes are achieved. (ADD KP2)
B.	Social and emotional skills that have affected learning characteristics are overcome (ADD KP3).
C.	Significant percentage of pupil premium children, also identified with SEND: leading to issues with poor initial language and communication skills.

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Attendance, persistent absence and punctuality inhibiting access to quality first teaching.
E.	Family circumstance – TAC, CIN, CP, including levels of deprivation – increasing safeguarding concerns and families who require support impacts pupils and families.

4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	<p>Further enhance quality first teaching by having high expectations ensuring historic data is eradicated and aspirational outcomes are achieved. (ADD KP2)</p> <p>Target: Diminishing average achievement difference between 'Disadvantages' and 'Other'. Attainment is at least in line with National outcomes and underachievement eradicated for ALL pupils</p> <p>Target: All pupils encouraged to show positive learning behaviours in a stimulating learning environment</p> <p>Target: PP Target children identified and clearly planned for in lessons. Targeted interventions have a positive impact on pupils</p> <p>Target: Robust tracking and analysis system in place to raise awareness of Target pupils and their individual needs</p>	<ul style="list-style-type: none"> Internal data shows a decrease in the gap between 'disadvantaged' and 'other' pupils and consideration given to the varied starting points End of key stage outcomes move towards being in line with national figures QFT – in all classes Pupil Progress Meetings with all class teachers to identify individual's needs and clearly plan for these needs in lessons. Learning environments meet needs of all pupils Robust termly assessment points analyse and track 'disadvantaged' pupils Children's talk is rich. Children understand and undertake the roles needed for dialogue (active listening and articulate like an academic) Children use the 6Bs and they agree that they help them in their learning and life Children are displaying positive behaviours for learning in order to maximise learning time SEND children are given appropriate small steps and lessons are differentiated to support achievable outcomes. Collaborative planning approach across Kingdoms

<p>B.</p>	<p>Social and emotional skills that have affected learning characteristics are overcome (ADD KP3).</p> <p>Target: All pupils are able to access learning successfully (barriers to learning removed)</p>	<ul style="list-style-type: none"> ● School is a caring supportive environment ● Children have a clear, known route to access individual social, behavioural and emotional support from the Care team if required ● Effective pastoral and behavioural, social and emotional wellbeing support in place throughout the school. ● Teachers understand and use a restorative, unconditional positive regard ethos when supporting challenging behaviour – Regulate, Relate, Reason ● Zero exclusion policy ● Children show metacognition skills and are reflective; they understand that mistakes are part of learning ● Children are engaged in a wide range of activities and experiences which provide a rich knowledge base and develop the cultural capital of all pupils ● All PP children have a clear known route to access individual social, behavioural and social support from the care team if required. ● Bee Well nurture spaces are provided to cater for the needs of individuals ● A neuro-sequential approach (safe, love, learn) to school day is planned and gives more effective use of learning time. ● Nurture Breakfast provides a positive start to the school day and ensures that all children are ready to learn every day.
<p>C.</p>	<p>Significant percentage of pupil premium children, also identified with SEND: leading to issues with poor initial language and communication skills.</p> <p>Target: All SEND pupils have their individual needs met and improved outcomes for more vulnerable learners</p>	<ul style="list-style-type: none"> ● SEND PP children attain and make progress at least in line with Non-PP SEND children ● SEND needs are identified and met - tracked through provision maps ● Children’s talk is rich. Children understand and undertake the roles needed for dialogue (active listening and articulate like an academic) ● Early oracy skills and language development are supported, interventions put in place for target children. ● Regular communication between school and home ensures a collaborative approach to support learning together. ● Barriers to learning at home and within school are discussed and acted upon to ensure access to learning opportunities at all times.
<p>D.</p>	<p>Attendance, persistent absence and punctuality inhibiting access to quality first teaching.</p> <p>Target: Whole school attendance is 96%+ for all groups</p>	<ul style="list-style-type: none"> ● Whole school attendance is 96% and is monitored daily and discussed with SLT. Actions are swift to address any concerns. ● Attendance for all groups is in line with National
<p>E.</p>	<p>Family circumstance – TAC, CIN, CP, including levels of deprivation – increasing safeguarding concerns and families who require support.</p> <p>Target: Pastoral support effective across the school and all staff will receive CPD to achieve this.</p>	<ul style="list-style-type: none"> ● School is a healthy environment – children have additional access to healthy snacks/ nutrition, exercise, health routines, ● Highly effective emotional, social and behavioural support in place to meet individual and family needs ● Early and effective interventions with pupils and families causing concern is planned, delivered and reviewed ● Appropriate (effective and rapid) liaison with outside agencies to support children and their families ● All staff have a clear understanding of safeguarding pathways and engage in all training pathways, delivered through CPD. ● All staff communicate effectively across the school using the CPOMS communication system ● A Parent Support Officer is appointed to support families and their children

5. Planned Expenditure				
Academic year		2020 - 2021		
i) Quality Teaching for all				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead Costings Review
<p>Further enhance quality first teaching by having high expectations for all pupils and aspirational outcomes are achieved. (ADD KP2)</p> <p>Target: Diminishing average achievement difference between 'Disadvantages and 'Other'. Attainment is at least in line with National outcomes and underachievement eradicated for ALL pupils</p> <p>Target: All pupils encouraged to show positive learning behaviours in a stimulating learning environment</p>	<ul style="list-style-type: none"> ● PP Champions to evaluate data and support teaching and learning through supporting and mentoring trainee teachers. Lead LS £SLT time ● Staff training from Middle leaders in Key subjects R, W, M is robust and developmental and specific focus given to supporting gaps in knowledge. £SLT time ● Subsidised support for curriculum enrichment programmes (JB Sport/After school clubs/additional learning opportunities(Visits/Visitors) £ ● Additional support from Arbor/Trust to ensure data capture is rigorous, aligned with key areas of focus and develops interventions that accelerate the progress of PP learners. JN LS £SLT time ● A central record of PP/SEND is created and updated half termly with interventions used to meet children's needs. LS ● PP profile is raised by leaders through robust systems and CPD. ● PP Leads to produce case studies on individual pupils to evidence and promote effective support and intervention. ● Catch up funding to be well planned using the EEF tiered approach to ensure it is used effectively and positively impacts on diminishing the gap. 	<p>QFT is widely acknowledged as having the greatest impact on outcomes for all pupils including those in receipt of pupil premium funding - evidence from EEF - 15 key lessons learned in the EEF's first six years.</p> <p>Schools that use PP most effectively identify those pupils who are underachieving. The school can only target the correct interventions at pupils with the most detailed knowledge of their specific needs. Ofsted 2013</p>	<ul style="list-style-type: none"> ● All leaders have a shared approach to QA ● Leaders moderate QA ● Leadership at all levels - working parties and consultation meetings/ documents are used to make whole academy changes ● Curriculum intent is clear and articulated by all consistently ● SLT Curriculum and Attainment Strategy focus half termly 	<p>Staff Lead - LS/JN</p> <p>Costings</p> <p>SLT time £50,000</p> <p>Support Staff (Classroom based) £65,000</p> <p>Learning resources and intervention £20,000</p> <p>Curriculum support (e.g. JB Sports) £20,000</p> <p>Review: February 2021</p>
<p>Social and emotional skills that have affected learning characteristics are overcome (ADD KP3).</p> <p>Target: All pupils are able to access learning successfully (barriers to learning removed)</p>	<ul style="list-style-type: none"> ● School culture is built around the school bee's and is a safe and caring environment. ● Staff Training : Teachers will understand and use a restorative, unconditional positive regard ethos when supporting challenging behaviour – Regulate, Relate, Reason. ● All staff have a good knowledge of all vulnerable children and are aware of individual needs. ● A neuro-sequential approach (safe, love, learn) is a key feature in all learning environments ● Nurture spaces and the whole school environment is developed to ensure that needs of pupils can be met at all times. ● Staff roles and structure are re-organised with clear responsibilities to meet behaviour and social needs with children and provide support for the home environment. ● Nurture breakfast provides a positive start to the school day (Continued support from the 'Magic Breakfast' charity in the Autumn term 2020) 	<p>EEF report on breakfast clubs Nov 16</p>	<ul style="list-style-type: none"> ● All staff are responsible to create and provide a safe and caring environment where our pupils are encouraged to thrive and achieve their best. ● Staff training will ensure that all staff are aware of the key role they play in nurturing our pupils to achieve their best. ● The school environment (Including shared spaces and individual learning environments) provide support for all pupils. ● Support staff roles and responsibilities are clear and are specifically designed to support pupils and families. ● Regular reviews of provision are timetabled each half term. 	<p>Staff Lead - LS/CB</p> <p>Costing</p> <p>Staff training £20,000</p> <p>Nurture Development £20,000</p> <p>Support Staff roles Nurture Team Parent Support Lead £50,000</p> <p>Review February 2021</p>

ii) Targeted Support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost
<p>Improve behaviour, social and emotional wellbeing</p> <p>SEND needs are identified and met</p> <p>Target: Learning opportunities are carefully differentiated/supported to meet the needs for all.</p>	<ul style="list-style-type: none"> • Every opportunity in place to support high aspirations and external assessments through extra-curricular clubs, sports coach, breakfast club, lego club etc. • Staff to monitor vulnerable pupils and ensure that barriers to learning are swiftly removed and converse with the Care Team for added support • Social, emotional and mental health intervention from the Care Team deliver effective pastoral and behavioural, social and emotional wellbeing support. • Effective small group and individual interventions are in place (lego therapy, games club, football club) • Subject intervention is well planned and effective to bridge gaps in learning and accelerate progress. • Improved self-esteem and social development through the 'Bees' and restorative, unconditional positive regard. 	<p>Information gathered from leaders shows that there is a need for a family approach to inclusion (parental engagement +3 months – EEF)</p> <p>Learning from best practice and research released by EEF and case studies for improving behaviour for learning (SEMH ed +4 months – EEF)</p> <p>Many children find it difficult to access the curriculum because of issues arising at home which they need to off load before starting their learning (Attachment and ELSA training)</p>	<ul style="list-style-type: none"> • Half termly SLT focus on Safeguarding and Attendance strategy • Improved outcomes for PP children • Behaviour incidents are minimised and data recorded through CPOMS. • Reduced incidents of concerning behaviour throughout of the school day • Pupil questionnaires 	<p>Staff Lead - LS/CB</p> <p>Costing Intervention Programs Learning Resources Reading Books £25,000 Review February 2021</p>
<p>Attendance and punctuality of disadvantaged pupils is raised.</p> <p>Reduce/ remove attendance barriers for disadvantaged pupils</p> <p>Reduce the number of children recorded as late after register.</p> <p>Target: Attendance for all pupils in-line with National attendance figures</p>	<ul style="list-style-type: none"> • Caring supportive environment where children want to attend and feel safe • Monitoring of attendance in line with attendance policy and completed daily by care team and admin. • Attendance is positively supported and absences challenged where appropriate • Attendance of disadvantaged pupils to be monitored and interventions to take place as required. 	<p>Early Intervention is recognised as best practice approach to help families most in need, providing support to help families engage with school with an aim to improve outcomes for children.</p> <p>Learning from best practice and research released by EEF and case studies for improving attendance in schools</p>	<ul style="list-style-type: none"> • Half termly monitored attendance through SLT meeting • Attendance to be celebrated with children in assembly • Social media and website celebrate success in attendance • Governors review/reports • Attendance is in line with National Average figures 	<p>Staff Lead - LS/KS</p> <p>Costing SLT time</p> <p>Review February 2021</p>

Total budgeted cost £25,000

iii) Other Approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost
<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"> • Early Help Assessment 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 <ul style="list-style-type: none"> - support individual children through difficult periods – aiming to raise self-esteem, aspirations etc. - Care Team/SLT are readily available to individual children whenever the child feels they need support - endeavour to remove barriers to learning that may not be addressed by the child's parents /guardians • Additional CPD opportunities for Nurture team 	<p>Early Intervention is recognised as 'best' practice approach to help families most in need, providing support to help families engage with school with an aim to improve outcomes for children.</p> <p>Paul Dix When the Adults Change Everything Changes – pg. 6 Meeting and Greeting</p>	<ul style="list-style-type: none"> • All staff on board with the Lincolnshire six year training pathway • SLT on the gate – to hear parent voice • 6 Bees to encourage the child's voice • Parental questionnaires • Safeguarding policy revised in line with the government and Lincolnshire outlines • CPOMS now in place and DSL looks for patterns and identify concerns • Weekly care team meetings • Safeguarding strategy meetings half termly • Attend Local Authority Safeguarding meeting 	<p>Staff Lead - LS/KS</p> <p>Costing SLT time</p> <p>Review February 2021</p>

<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. ● New role in support staff structure- Parent Support 	<p>It is clear that powerful social and economic factors still prevent many parents from fully participating in schooling. There is a major difference between involving parents in schooling and engaging parents in learning. While involving parents in school activities has an important social and community function, it is only the engagement of parents in learning in <i>the home</i> that is most likely to result in a positive difference to learning outcomes. Harris – Do parents know they matter?</p>	<ul style="list-style-type: none"> ● Parental surveys / feedback ● Outcomes for children ● Child questionnaires ● Parental involvement in school activities 	<p>Nurture Team Parent Support</p>
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Total budgeted cost £ accounted for in previous sections

Total Planned Expenditure

i. Quality Teaching for all	£235,000
ii. Pastoral Support	£25,000
iii. Other approaches	
Total	£ 250,000

Next steps

- Ensure that the pupil premium action plan is shared with the newly formed Governing Body and they are robust in the accountability of the spending.
- Ensure that the Governors have an appropriate Pupil Premium champion to query outcomes and ask specific questions of leadership over achievements.
- Ensure all data presented to teachers, Governors and external visitors has separate Pupil Premium section
- Consider how to quality assurance additional tuition/intervention groups that are funded by Pupil premium to ensure value for money and impact on outcomes
- The established Pupil Premium champion in SLT will collate information, monitor progress of plan and report directly to leadership. The pupil premium champion will also lead on staff training and ensure that the needs of all disadvantaged pupils are met. Case studies on identified pupils will be prepared to showcase the effective use of funding.