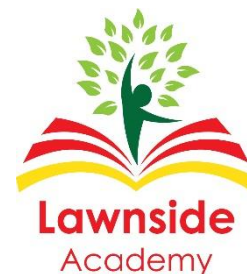


Pupil Premium Strategy Statement

Lawnside Academy (2021-2022)



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Lawnside Academy
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	49 (23.9%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	C. Johnson
Pupil premium lead	H. Khindeg
Governor / Trustee lead	S. Combe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,525
Recovery premium funding allocation this academic year	£6,670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£67,195

Part A: Pupil Premium Strategy Plan

Statement of intent

All members of staff and the governing body accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs, within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and, as an adult, finding employment.

Pupil Premium (PP) is money that the government allocates to schools on the basis of Free School Meal returns, Looked After Children, Special Guardianship Children, Child Arrangement Order, Children Adopted from Care and Nursery aged children when parents are in receipt of certain government benefits; it is intended to be used to help narrow the achievement gap. Nationally, pupils eligible for pupil premium funding do not achieve as well as those pupils who are not eligible. At Lawnside Academy, we strive to ensure all pupils achieve their potential.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils do not achieve in line with non-disadvantaged pupils; for pupils working 'at' age-related expectations.
2	Disadvantaged pupils do not achieve in line with non-disadvantaged pupils; for pupils working 'above' age-related expectations.
3	Attendance for disadvantaged pupils is lower than for non-disadvantaged pupils, which impacts their achievement.
4	A number of disadvantaged pupils, specifically in Key Stage 1, have additional SEMH needs and challenging behaviour, which impacts their achievement.

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
To close the disadvantaged pupil gaps in reading, writing and mathematics for pupils working 'at' and 'above' age related expectations.	The gap between disadvantaged pupils and non-FSM pupils in reading, writing and mathematics will be reduced.
To increase the % of FSM pupils working at the expected standard.	There will be an increase in the % of FSM pupils working at the expected standard.
To increase the % of FSM pupils working above the expected standard.	There will be an increase in the % of FSM pupils working above the expected standard.
To review whole school social and emotional learning/behaviour interventions.	A range of preventable strategies will be used and reviewed. At risk children will be identified and their needs assessed.
To increase parental engagement, particularly for disadvantaged pupils.	There will be an increase in parental involvement, especially parents who find it difficult to engage.
To close the attendance gap between disadvantaged and non-disadvantaged pupils, to support improvements in attainment.	The attendance gap between disadvantaged and non-disadvantaged pupils will be reduced.

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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review feedback policy	EEF research	1, 2
Facilitate metacognition and self-regulation staff training and development	EEF Research	1, 2

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

Budgeted cost: £50,000 (i.e. Family Support Worker, Teaching Assistants, Supply Teachers, Reading Lead Teacher)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review reading comprehension strategies and facilitate staff training and development	EEF Research	1, 2
Provide one-to-one tuition / small group tuition for targeted pupils	EEF Research	1, 2
Provide oral language interventions for targeted pupils	EEF Research	1, 2

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

Budgeted cost: £15,000 (i.e. Family Support Worker, Teaching Assistants, Pupil Premium Lead Teacher, Principal, Boxall Profile subscription, DESTY passes)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide behaviour interventions / social and emotional learning for targeted pupils	EEF Research	1, 2, 4
Review and facilitate opportunities for parental engagement for targeted pupils	EEF Research	1, 2, 3, 4

Total budgeted cost: £67,000

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 2020 to 2021 academic year.

Percentage of FSM pupils working at / above age-related expectations:

		End of Spring Term 2021		End of Summer Term 2021	
		% At	% Above	% At	% Above
Reception (12 FSM) <i>(11 FSM, July 2021)</i>	Reading	8.3	8.3	18.2 ↑	0
	Writing	16.7	0	18.2 ↑	0
	Number	8.3	0	9.1 ↑	0
Year 1 (17 FSM) <i>*(10 FSM, July 2021)</i>	Reading	11.8	11.8	40 ↑	0
	Writing	11.8	11.8	30 ↑	0
	Maths	11.8	11.8	30 ↑	0
Year 2 (8 FSM) <i>** (7 FSM, July 2021)</i>	Reading	12.5	50	57.1 ↑	14.3
	Writing	0	0	14.3 ↑	0
	Maths	0	0	28.6 ↑	0
Year 3 (15 FSM) <i>(16 FSM, July 2021)</i>	Reading	26.7	6.7	31.3 ↑	6.3
	Writing	0	0	18.8 ↑	0
	Maths	13.3	0	18.8 ↑	6.3
Year 4 (11 FSM)	Reading	9.1	0	36.4 ↑	0
	Writing	0	0	27.3 ↑	0
	Maths	0	0	36.4 ↑	0

There is an increase in the % of FSM pupils working at the expected standard at the end of Summer Term 2021, compared to the end of Spring Term 2021 in all categories / classes.

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
Read, Write Inc.	Ruth Miskin
NELI (Nuffield Early Language Intervention).	NELI
Power Maths	Abacus
DESTY Mentoring	DESTY