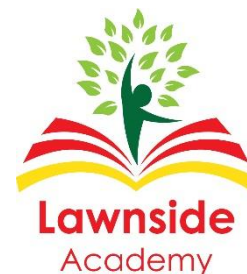# Pupil Premium Strategy Statement

# Lawnside Academy (2022-2023)

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 | Lawnside Academy |
| Number of pupils in school | 174 |
| Proportion (%) of pupil premium eligible pupils | 48 (27.6%) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 – 2024 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | C. Johnson |
| Pupil premium lead | H. Khindey |
| Governor / Trustee lead | S. Combe |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £73,405 |
| Recovery premium funding allocation this academic year / Pupil led tutoring | £7,828 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** <br><br> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £81,233 |

# 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 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-advantaged 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 |
|---|---|---|
| Pupil Premium Strategy Conference 2023: Improving Outcomes for Disadvantaged Learners | Research published by Institute for Fiscal Studies (August 2022) | 1, 2 |
| Facilitate Writing Feedback Lesson CPD for all teachers to improve marking/feedback and attainment of | EEF Research | 1, 2, 4 |

| | | |
|---|---|---|
| disadvantaged pupils in writing. | | |
| Facilitate RWI CPD for EYFS / KS1 teaching and support staff to be able to effectively provide targeted academic support for disadvantaged pupils in phonics, reading and/or writing. | EEF Research | 1, 2, 4 |

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

Budgeted cost: £64,233 *(i.e. Family Support Worker, Teaching Assistants, Supply Teachers, Reading Lead Teacher, Pupil-Led Tutoring)*

| 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 |
| Provide targeted interventions for disadvantaged children in EYFS for them to be able to achieve a GLD | EEF Research | 1, 2 |
| Provide targeted interventions for disadvantaged pupils in Year 1 to increase the percentage working at the required phonics standard | EEF Research / Read Write Inc Phonics | 1, 2 |
| Provide targeted reading and writing interventions for disadvantaged children in KS1 to increase the percentage working at the expected standard or greater depth | EEF Research | 1, 2 |

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

Budgeted cost: <u>£15,000</u> *(i.e. Family Support Worker, Teaching Assistants, Pupil Premium Lead Teacher, Principal, Primary Stars, Team Teach, DESTY passes, 10% contribution to non-curriculum visits)*

| 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 |
| Facilitate Team Teach CPD for all school staff to be able to support the positive behaviour management of disadvantaged pupils with challenging behaviour | EEF Research | 1, 2, 3, 4 |

**Total budgeted cost: £81,233**

# 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.

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

| Performance of disadvantaged pupils |
|---|

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

Early Years Good Level of Development:

|  | No. of children | % |
|---|---|---|
| All pupils | 45 | 65.9 |
| PP | 14 | 57.1 |
| Not PP | 31 | 74.2 |

Year 1 Phonics:

|  | No. of children | % |
|---|---|---|
| All | 36 | 69.4 |
| PP | 8 | 37.5 |
| Not PP | 28 | 78.6 |

End of KS1:

|  | PP % | Not PP % |
|---|---|---|
| Reading | 57.1 | 68.2 |
| Writing | 50 | 50 |
| Maths | 57.1 | 59.1 |
| Science | 78.6 | 72.7 |

# 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 |
| --- | --- |
| Team Teach Course | Kate Bellavia |
| Accelerated Reader | Renaissance Learning |
| Pupil Premium Strategy Conference 2023 | Education Conferences UK |
| Read, Write Inc. | Ruth Miskin |
| Power Maths | Abacus |