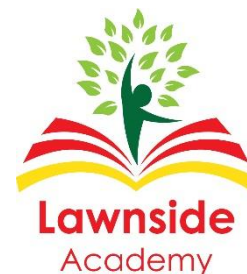


# Pupil Premium Strategy Statement

## Lawnside Academy (2023-2024)



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	175
Proportion (%) of pupil premium eligible pupils	49 (28)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
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	£64,020
Recovery premium funding allocation this academic year / Pupil led tutoring	£6,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£70,920

# 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 not Pupil Premium pupils in reading, writing and mathematics will be reduced.
To increase the % of Pupil Premium pupils working at the expected standard.	There will be an increase in the % of Pupil Premium pupils working at the expected standard.
To increase the % of Not Pupil Premium pupils working above the expected standard.	There will be an increase in the % of Pupil Premium 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.

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

Budgeted cost: £60,920 (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
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: £10,000 (i.e. Family Support Worker, Teaching Assistants, Pupil Premium Lead Teacher, Principal, Primary Stars, 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

**Total budgeted cost: £70,920**

# 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:									
	Pupil Premium %			Not Pupil Premium %			Gap		
2022	0			69			69		
2023	80			77			+3		
Year 1 Phonics:									
	Pupil Premium %			Not Pupil Premium %			Gap		
2022	38			79			41		
2023	75			85			10		
End of KS1:									
	Reading			Writing			Maths		
	PP	Not PP	Gap	PP	Not PP	Gap	PP	Not PP	Gap
2022	54	63	9	46	44	2	54	56	2
2023	40	81	41	40	74	34	20	81	61
Attendance:									
	Pupil Premium %			Not Pupil Premium %					
2022-2023	88.11			94.43					
Persistence Absence (10%+):									
	Pupil Premium %			Not Pupil Premium %					
2022-2023	17			10					

## 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*

<b>Programme</b>	<b>Provider</b>
Grow to School	Zana Wood
Accelerated Reader	Renaissance Learning
MFL	Primary Languages Network
Read, Write Inc.	Ruth Miskin
Nessy	
Power Maths	Abacus
Primary Stars KS1	Primary Stars Education
Mastering Number	NCETM
DESTY Mentoring	DESTY