

Pupil Premium Strategy Statement

Lawnside Academy (2024-2025)



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	212
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 – 2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
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	£65,070
Recovery premium funding allocation this academic year / Pupil led tutoring	£0
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	£65,070

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, and persistent absence percentages are higher for disadvantaged pupils, which impacts their achievement.
4	A number of disadvantaged pupils have additional SEND needs including SEMH and S&L and challenging behaviour, which impacts their achievement.
5	Low parental engagement with school with regards to pupils learning.

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 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, with a focus on persistently absent children.	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: £55,070 (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: £65,070

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 2023 to 2024 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						
2024	43	74	31						
* See attached GLD Reception 2023 - 2024 document									
Year 1 Phonics:									
	Pupil Premium %	Not Pupil Premium %	Gap						
2022	38	79	41						
2023	75	85	10						
2024	86	74	+12						
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
2024	60	75	15	47	75	28	53	79	26
Attendance:									
	Pupil Premium %	Not Pupil Premium %	Gap						
2022-2023	88.11	94.43	6.32						
2023-2024	90.15	95.22	5.07						
Persistence Absence (10%+):									
	Pupil Premium	Not Pupil Premium	Gap						
2022-2023	17	10	7						
2023-2024	18	10	8						

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
Accelerated Reader	Renaissance Learning
Read, Write Inc.	Ruth Miskin
Hamish and Milo	University of Bath
Elsa	Central Beds
Dream Box	Reading Solutions
Rock Steady	Rock Steady
Widgit	Central Beds
Beds Sports Partnership	Central Beds
YARK reading assessment	GL Assessment
Spelling shed	EdShed

Performance of disadvantaged pupils

Percentage of Pupil Premium (PP) pupils working at / above age-related expectations:

		End of Year Targets 2024		End of Autumn Term 2023		End of Spring Term 2024		End of Summer Term 2024	
		% At	% Above	% At	% Above	% At	% Above	% At	% Above
Reception - 39 41 8 10 PP (31 Not PP)	Reading	50.0 (74.1)	0 (0)	25.0 (54.8)	0 (9.7)	30.0 (67.7)	10.0 (9.7)	50.0 (74.2)	0 (0)
	Writing	50.0 (74.1)	0 (0)	25.0 (58.1)	0 (0)	10.0 (61.3)	10.0 (3.2)	50.0 (74.2)	0 (0)
	Number	50.0 (74.1)	0 (0)	50.0 (64.5)	0 (0)	50.0 (61.3)	0 (12.9)	50.0 (74.2)	0 (0)
Year 1 - 34 8 PP (26 Not PP)	Reading	50.0 (50.0)	25.0 (23.1)	25.0 (46.2)	37.5 (23.1)	25.0 (34.6)	37.5 (19.2)	50.0 (23.1)	25.0 (34.6)
	Writing	50.0 (46.2)	12.5 (19.2)	25.0 (34.6)	37.5 (19.2)	37.5 (26.9)	25.0 (19.2)	62.5 (23.1)	0.0 (19.2)
	Maths	37.5 (61.5)	25.0 (15.4)	37.5 (46.2)	25.0 (15.4)	37.5 (30.8)	25.0 (19.2)	50.0 (46.2)	12.5 (19.2)
	Science	75.0 (65.4)	0 (11.5)	62.5 (57.7)	0 (7.7)	62.5 (46.2)	0 (7.7)	75.0 (53.8)	0 (11.5)
Year 2 - 41 39 16 15 PP (25 24 Not PP)	Reading	62.5 (48.0)	6.3 (32.0)	20.0 (24.0)	6.7 (36.0)	25.0 (36.0)	6.3 (32.0)	53.3 (45.8)	6.7 (29.2)
	Writing	50.0 (52.0)	6.3 (20.0)	33.3 (40.0)	0 (12.0)	12.5 (40.0)	0 (8.0)	46.7 (70.8)	0 (4.2)
	Maths	50.0 (48.0)	6.3 (28.0)	46.7 (44.0)	0 (8.0)	18.8 (36.0)	0 (8.0)	53.3 (58.3)	0 (20.8)
	Science	62.5 (64.0)	6.3 (12.0)	40.0 (52.0)	0 (12.0)	25.0 (40.0)	0 (16.0)	66.7 (79.2)	0 (12.5)
Year 3 - 29 28 5 PP	Reading	20.0 (66.7)	20.0 (12.5)	60.0 (70.8)	20.0 (12.5)	40.0 (65.2)	20.0 (17.4)	40.0 (65.2)	20.0 (17.4)
	Writing	40.0 (66.7)	0 (4.2)	20.0 (66.7)	0 (0)	60.0 (69.6)	0 (0)	60.0 (69.6)	0 (0)

(24 23 Not PP)	Maths	20.0 (66.7)	0 (12.5)	40.0 (62.5)	0 (12.5)	40.0 (60.9)	0 (8.7)	40.0 (65.2)	0 (8.7)
	Science	60.0 (91.7)	0 (0)	0 (37.5)	0 (0)	60.0 (91.3)	0 (0)	80.0 (91.3)	0 (0)
Year 4 - 31 32 13 12 PP (18 20 Not PP)	Reading	30.8 (44.4)	15.4 (33.3)	23.1 (61.1)	15.4 (16.7)	8.3 (50.0)	25.0 (20.0)	33.3 (65.0)	25.0 (15.0)
	Writing	23.1 (44.4)	15.4 (11.1)	23.1 (38.9)	7.7 (5.6)	25.0 (40.0)	8.3 (5.0)	33.3 (65.0)	8.3 (5.0)
	Maths	23.1 (33.3)	15.4 (27.8)	38.5 (44.4)	7.7 (22.2)	41.7 (45.0)	8.3 (20.0)	41.7 (50.0)	16.7 (25.0)
	Science	38.5 (44.4)	0 (0)	46.2 (61.1)	0 (0)	16.7 (50.0)	8.3 (5.0)	41.7 (75.0)	8.3 (10.0)

Performance of disadvantaged pupils

Pupil progress comparison between Pupil Premium pupils and not Pupil Premium pupils (steps progress)

		End of Autumn Term 2023	End of Spring Term 2024	End of Summer Term 2024
Reception - 39 41 8 10 PP (31 Not PP)	Reading	1.8 (2.0)	4.4 (4.2)	2.6 (2.2)
	Writing	1.8 (1.8)	4.0 (3.9)	2.2 (2.1)
	Number	1.9 (1.9)	4.0 (4.1)	2.1 (2.2)
Year 1 - 34 8 PP (26 Not PP)	Reading	*	1.8 (1.7)	3.5 (3.9)
	Writing	*	1.8 (1.7)	3.8 (3.5)
	Maths	*	1.9 (1.8)	3.8 (4.1)
	Science	*	0.8 (1.5)	4.0 (4.1)
Year 2 - 41 39 16 15 PP (25 24 Not PP)	Reading	1.4 (2.0)	3.6 (4.3)	5.8 (6.6)
	Writing	1.2 (1.9)	2.6 (3.5)	4.9 (6.2)
	Maths	1.4 (1.7)	2.8 (3.6)	4.9 (5.9)
	Science	1.0 (1.5)	2.1 (2.8)	4.9 (5.8)
Year 3 - 29 28 5 PP (24 23 Not PP)	Reading	2.0 (2.0)	3.5 (4.0)	5.7 (6.1)
	Writing	1.0 (1.9)	3.3 (3.9)	5.2 (6.1)
	Maths	1.5 (1.9)	3.2 (4.0)	5.5 (6.0)
	Science	0.0 (0.7)	0 (1.5)	5.5 (6.0)
Year 4 - 31 33 13 PP (18 20 Not PP)	Reading	2.4 (1.8)	4.1 (3.9)	7.2 (6.0)
	Writing	2.3 (1.9)	4.0 (3.9)	6.6 (6.6)
	Maths	2.1 (2.1)	4.0 4.0	6.4 (6.4)
	Science	2.3 (2.4)	4.3 (4.5)	7.1 (7.4)

* No data recorded because EYFS statements do not match the National Curriculum statements of KS1, therefore unable to give a clear starting point for Year 1.

ACTION: To be addressed – action plan already identified and plan made for transition from EYFS to Year 1 2024.

Attendance/Persistent Absence (>=10%)

Autumn 1 September 2023 - 20 October 2023	Autumn 2 1 September 2023 - 19 December 2023	Spring 1 September - 27 March	Summer September - June 2024
PP (attendance) 90.66%	90.31%	89.53%	89.90 %
Not PP (attendance) 94.87%	94.49%	95.14%	95.21 %
PP (persistence absence) 17 pupils	17 pupils	19 pupils	18 pupils
Not PP (persistent absence) 245	31 pupils	14 pupils	9 pupils