

# Pupil premium strategy statement – Lacey Green Primary Academy 2024-2027

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	10.2 % (44)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mrs Lorraine Dooley (Principal)
Pupil premium lead	Mrs Cheryl Jones (Deputy Headteacher)
Governor / Trustee lead	Mr Darren Budd (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,835
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£6,253
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£60,088

# Part A: Pupil premium strategy plan

## Statement of intent

As an outstanding school, Lacey Green has always provided high quality first teaching and ensured that all children are provided with the best opportunities and experiences.

### Ultimate Objective:

- To narrow the attainment gap in order for all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6
- To support the well-being and mental health of all our pupils particularly those who are disadvantaged
- To sustain and improve overall attendance and punctuality for all with a specific emphasis on disadvantaged pupils

### Rationale

We firmly believe that all children have the capacity to reach their full potential and are entitled to a high quality education. We are firmly committed to ensuring that teaching and learning meets the needs of all of our pupils, and therefore we use an evidence informed tiered approach\*\* to spending all Pupil Premium funding in order to support the improvement of teaching, targeting support as well as the deployment of wider strategies. The assessment data, attainment and progress of all vulnerable groups of pupils, including disadvantaged pupils, is carefully tracked and monitored. Our strategy ensures that this data is used to identify our priorities accurately and that support and intervention is appropriately allocated.

Our key strategy at Lacey Green is early and frequent assessment of all pupils to ensure that each disadvantaged child will receive individual/small group input and feedback when they need it, and at the level of their need, in order for them to make accelerated progress. We prioritise and quickly address gaps for all pupils, particularly those PP pupils who have gaps in learning.

The school recognises the impact that high quality interventions can have on the outcomes of struggling pupils. However, while interventions at Lacey Green are a key part of an effective Pupil Premium strategy, these are deployed alongside constant efforts to improve and maintain quality first teaching, and address wider barriers to learning, such as attendance and well-being.

Regular references to up to date EEF research is used to inform our strategies and interventions. Interventions are jointly overseen by the SLT, Pupil Premium Lead and SENDCo to ensure that children who require the support are identified, and targeted fairly and transparently.

One to one or small group interventions are identified, planned for, adapted regularly and monitored rigorously, to meet pupils' needs. The SLT always aim to ensure that exceptional support is provided to pupils via the school's enhanced staffing ratios, which enable bespoke interventions at the point of need. Teaching Assistants are well trained and up skilled in particular areas to maximise the impact of their skill set. This ensures that there is consistency of approach and that interventions are of the highest quality. This approach increases pupil progress when Teaching Assistants deliver specific interventions.

Lacey Green fully understands the impact of attendance on childrens' attainment and personal well-being. The school is highly proactive in ensuring that children attend school and supports all families where this is needed. Regular monitoring of all attendance ensures that any patterns of absence are identified and addressed as soon as possible. A Family Attendance Officer regularly visits school to help to support families and staff to ensure that all barriers to attending school are successfully removed. Persistent non- attendance is not accepted and is challenged where required.

\*\*Reference to tiered approach - <https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief-Poster.pdf?v=1695997709>

*Due to the emphasis that the school places on improving outcomes for disadvantaged pupils, school allocates additional funding (in addition to the DfE Pupil Premium and Recovery Premium Funding grants) in order to provide additional support, as and when required, according to pupil needs (hence the additional funding beyond the DfE allocation).*

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils show that disadvantaged pupils have weaker language, oracy and communication skills on entry into school in comparison with their peers.
2	Baseline on-entry data identifies lower attainment of Pupil Premium children in reading, writing and maths at Lacey Green Primary, across all cohorts. Attainment for disadvantaged children needs to be in line with that of other children thereby diminishing the difference.
3	Discussions, observations and data continue to demonstrate that Covid continues to have a significant impact on the emotional resilience and mental health of some of our disadvantaged pupils. A rapid increase in referrals to CAMHs from parents and via school continues.
4	Our monitoring of attendance, assessments and observations indicate that a minority of disadvantaged pupils' progress, is being affected by absenteeism, and the school aims to proactively reduce this amongst this small group of pupils.

## 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
<p><b>Language, Oracy and Communication Needs</b></p> <ul style="list-style-type: none"> <li>- Attainment for disadvantaged children in speaking, communication, oracy and listening in EYFS and Key Stage 1 is in line with Age Related Expectations.</li> </ul>	<ul style="list-style-type: none"> <li>☑ PP children in EYFS and KS1 with below expected standards in oracy and communication make rapid progress by the end of the year so that all PP meet age related expectations.</li> <li>☑ Increase in the number of pupils achieving targets on their Speech and Language plans</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>☑ Analysis of the percentage of pupils achieving their targets on their Individualised Speech and Language Programmes</li> <li>☑ End of EYFS data (July 2024)</li> </ul>
<p><b>High Attainment of all Pupils</b></p> <ul style="list-style-type: none"> <li>- Attainment for Disadvantaged children is in line with that of other children.</li> <li>- Pupils make the expected progress in reading, writing, and maths, and combined RWM.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Improvement in % of pupils achieving ARE in reading, writing and maths for EYFS, Year 2 and Year 6 and expected or more progress for Disadvantaged children</li> <li>☑ Disadvantaged pupils perform in line with Non Disadvantaged pupils in the EYFS Early Learning Goals and in Y1 / Y2 Phonics Screening Check.</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>☑ End of EYFS Phase, Key Stage 1, Key Stage 2 data (July 2024)</li> <li>☑ Year 1 and Year 2 Phonics Screening Check Data (July 2024)</li> <li>☑ End of year tracking data for all other year groups (July 2024)</li> </ul>
<p><b>Emotional Resilience</b></p> <ul style="list-style-type: none"> <li>- Social and emotional needs</li> <li>- Resilience and emotional well-being will be meaningfully combined within the academic curriculum</li> </ul>	<p>Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.</p> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>☑ Pupil learning surveys – showing raised self-esteem rating</li> <li>☑ Tracking and monitoring of PP children's attainment</li> <li>☑ Feedback from Mental Health Lead</li> </ul>
<p><b>Attendance &amp; Punctuality</b></p> <ul style="list-style-type: none"> <li>- Further increase overall average attendance and punctuality figures for all PP children.</li> <li>- Reduce the number of persistent absentees</li> </ul>	<ul style="list-style-type: none"> <li>☑ Attendance of disadvantaged pupils improves from 93.73% to 94.5% or above (Sept 2023-July 2024).</li> <li>☑ Reduce the number of persistent absentees among pupils eligible for PP from 25 % to 15% or below.</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>☑ % authorised and unauthorised attendance and punctuality data (From Sept 2023 - July 2024)</li> </ul>

## 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: £63,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Quality First Teaching</b></p> <p>The school ensures that all children access <b>Quality First Teaching</b>.</p> <ul style="list-style-type: none"> <li>• Provide highest Quality First Teaching possible</li> <li>• Starting points for individuals used to identify 'lost learning'</li> <li>• Follow whole school schemes of learning to ensure consistency of approach</li> <li>• Termly NFER Testing ((maths, reading and GAP) to support Teacher Assessments,</li> <li>• Use of diagnostic assessment tools to highlight weaknesses and strengths</li> <li>• High quality teachers and effective support staff are recruited and retained</li> <li>• CPD – National College</li> <li>• Curriculum Maps map out progression of topics, skills and knowledge across the school</li> </ul> <p><i>Continue to track and monitor progress of all PP children to support their progress</i></p>	<p>The effects of Covid 19 is still having some impact upon some cohorts, especially disadvantaged pupils (due to numerous periods of isolation and national school closures) particularly in older cohorts Years 4 5 and 6 (Cohort 2023/24). Pupils need to continue to make accelerated progress in order to achieve the expected progress in reading, writing, maths and combined RWM.</p> <p>The school constantly strives to ensure that all pupils receive the highest Quality First Teaching possible across the school as EEF Research shows that this approach generally leads to the biggest improvements in pupil progress for all pupils including those that are disadvantaged. This further supports our school belief that Pupil Premium funding benefits all pupils.</p> <p>The EEF Guide to supporting school planning states that understanding assessment can help teachers understand the small step components, which contribute to the bigger picture of the child's learning profile. The guide also states that explicit instruction is a key component of high quality teaching.</p> <p>DfE guidance reinforces the school's strategic steps to use assessments and their associated tools available to identify gaps in learning to enable these to be plugged.</p> <p><a href="#">Maths guidance KS1 and 2.pdf (publishing.service.gov.uk)</a></p> <p><a href="#">EEF Guide to supporting Schools</a></p>	<p>1, 2 and 3</p>
<p><b>Year 6 Booster Groups (small groups)</b></p> <p>Reduction of class sizes in Year 6</p> <ul style="list-style-type: none"> <li>• Y6 Booster Teacher – 0.6</li> <li>• Y6 English and Maths - three groups (Booster Group Size – 12 max; Max group size in other two classes - 25).</li> </ul>	<p>EEF research indicates that usually smaller classes generally have a small impact on progress. However, at Lacey Green, having an additional, highly experienced Booster teacher enables the children to receive a more bespoke learning experience. The children are able to access frequent high quality individual feedback, and interactions, that cannot normally be facilitated by a teacher with a class of 30+ children. At Lacey Green, our Booster group can range from 10- 12 pupils on average, and a bespoke and tailored curriculum is planned for these children in both Maths and English...</p> <p>Termly NFER tests are administered to monitor progress and then analysed to plan next steps of learning for cohorts and specific groups including PP children</p> <p><a href="#">EEF Teaching and Learning Toolkit – Reducing Class sizes</a></p>	<p>2</p>
<p><b>Additional Teaching Assistants</b></p> <p><i>Employ KS2 TAs to support Literacy and Numeracy intervention programmes across the phase</i></p>	<p>TA to support/facilitate learning across KS2 (post teaching input) to release experienced teacher to work more intensively with smaller groups( 2-5pupils) As a school we believe that this enables the teacher to change his/her teaching approach (incorporating additional 1;1 feedback, and time for high quality interactions as referenced in the EEF Teaching and Learning Toolkit. It stated that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals, has a higher impact.</p> <p>The average impact of the deployment of well-trained teaching assistants is about an</p>	<p>1,2 and 3</p>

	<p>additional four months' progress over the course of a year.</p> <p><a href="#">EEF Teaching and Learning Toolkit- Teaching Assistant Interventions</a></p> <p><a href="#">EEF: Making Best use of Teaching Assistants</a></p>	
<b>Attendance &amp; Punctuality</b>	<p>Attendance- SDP Priority <i>Sustain &amp; continue to improve overall attendance data for academic year.</i></p> <p>Recent national data shows that eligible pupils are also far more likely to be persistently absent from school.</p> <p>The EEF Research shows that to really .... Schools need to look more closely at attendance data and talk with students and families, as there are a range of different individual and contextual issues including: illness, mental health, family expectations &amp; commitments, negative relationships, peer influence, lack of belonging – a lack of 'connectedness' with the school and issues relating to reading and SEN.</p> <p>The EEF recommends that wider systems within the school need to work effectively. Teachers and school leaders must be able to reliably gather, report, access and analyse data, and work together to take appropriate and targeted actions</p> <p>The Education Welfare Service also has a duty to promote good school attendance on behalf of the Local Authority. We work in partnership with parents, pupils, schools and other agencies to ensure the best possible school attendance for each child.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-addressing-attendance-getting-below-the-surface">https://educationendowmentfoundation.org.uk/news/eef-blog-addressing-attendance-getting-below-the-surface</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p> <p><a href="https://researchschool.org.uk/bradford/news/attendance-beyond-the-percentage">https://researchschool.org.uk/bradford/news/attendance-beyond-the-percentage</a></p>	

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

Budgeted cost: £ 12,226

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Reading Interventions</b></p> <p><i>Purchase and delivery of reading intervention programmes for pupils who require both further phonics consolidation and reading comprehension support, including disadvantaged pupils.</i></p> <ul style="list-style-type: none"> <li>- RWInc Phonics Programme</li> <li>Bespoke KS2 Reading Comprehension programmes</li> </ul>	<p>EEF Research also evidences this. Reading comprehension strategies have a major impact upon progress in English but also on pupils' access and engagement in all other curriculum areas. At Lacey Green, this is viewed as a crucial part of reading and is vital for children who have not had opportunities or been encouraged to read at home during the lockdown and sustained periods of isolation.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The <a href="#">EEF Teaching and Learning Toolkit</a> states that, on average, reading comprehension strategies are highly affected by +6 months. Alongside phonics, it is a crucial component of early reading instruction. This is a key, crucial strategy within the SDP that aims to address major gaps in learning for all pupils, especially those who are disadvantaged and have not been exposed to high quality literacy and/or engaged in remote learning during Covid.</p> <p>Small group interventions with highly qualified staff have been shown to be effective, as identified by the <a href="#">EEF Toolkit</a> (+4 months).</p> <p><a href="#">EEF: Projects –Read Write Inc. and Freshstart</a></p> <p><a href="#">EEF Improving Literacy in KS2</a></p> <p><a href="#">EEF: Making Best use of Teaching Assistants</a></p> <p><a href="#">Teaching and Learning Toolkit   EEF</a></p>	1 and 2
<p><b>Phonics Interventions</b></p> <p><i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support</i></p> <ul style="list-style-type: none"> <li>• 1:1 Daily Phonics Intervention with a TA</li> </ul>	<p>Extensive EEF Research shows that explicit and systematic teaching of phonics has a positive impact on learning. It also indicates that 1:1 tuition is very effective at improving pupil outcomes, particularly those children that are identified as having low prior attainment or are struggling in particular areas. The <a href="#">EEF Guide to supporting school planning</a> states that the evidence suggests one to one interventions can be a powerful tool to support pupils. The phonic intervention sessions will be delivered outside of the core English session based around the research that indicates that such tuition is more likely to impact on progress if it is additional to the normal lessons. Skills can then be applied within normal lessons with the same classroom TA.</p> <p>The average impact of the small group tuition (2-4/5 children) is four additional months' progress, on average, over the course of a year. Frequent sessions, three times a week or so, lasting up to an hour, over about 10 weeks typically show the greatest impact.</p> <p><a href="#">DfE validated Systematic Synthetic Phonics programme</a></p>	1 and 2

<ul style="list-style-type: none"> <li>Phonics /Guided Reading group intervention with a TA across KS2 for specific children including PP</li> </ul>	<a href="#">Phonics – Toolkit Strand (EEF)</a> <a href="#">One to One Tuition (EEF)</a> <a href="#">EEF Improving Literacy in KS1 – Recommendation 3</a> <a href="#">EEF Toolkit – Small Group Tuition/Making Best use of Teaching Assistants</a>	
<p><b>Curriculum Adaption</b></p> <ul style="list-style-type: none"> <li>Work adapted to meet needs of all, including disadvantaged pupils</li> </ul>	<p>EEF Research shows that tailoring work, tasks and adaption provides opportunities for all pupils to experience success, including by maintaining high expectations for all and by balancing input of new content so that pupils master important concepts. Adaption can help to meet the needs of individuals without creating unnecessary workload, including making use of well-designed resources and planning to connect new content with pupils' existing knowledge or providing additional pre-teaching. Greater scaffolding, reframing of questions and intervening within lessons with individuals and small groups are highly effective.</p> <p><a href="https://nationalcollege.com/news/what-is-adaptive-teaching-and-why-is-it-so-important#:~:text=Standard%20of%20the%20Teachers,and%20needs%20of%20all%20pupils%E2%80%9D">https://nationalcollege.com/news/what-is-adaptive-teaching-and-why-is-it-so-important#:~:text=Standard%20of%20the%20Teachers,and%20needs%20of%20all%20pupils%E2%80%9D</a></p>	2 and 3
<p><b>EYFS Speech and Language Interventions</b></p> <p>Improve speech and language skills in EYFS through the use of 'the following interventions:</p> <ul style="list-style-type: none"> <li>Lego Therapy</li> <li>Early Vocab work</li> <li>SoLT intervention programmes</li> </ul>	<p>Our school data and teacher assessments show that pupils' join our school with particularly low levels of oral language, communication skills and vocabulary knowledge, especially those from disadvantaged backgrounds. These pupils are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. This is a barrier for many throughout the primary years.</p> <p>EEF research shows that oral language interventions can have a high impact on pupil's outcome of 6 months' progress, with even further impacts upon progress by disadvantaged pupils. Studies in the <b>EEF Toolkit</b> indicate that language interventions with frequent sessions over a sustained period can have a larger impact.</p> <p><a href="#">Oral language interventions - EEF</a></p>	1 and 2

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

Budgeted cost: £49, 259

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Curriculum Enrichment</b></p> <p>To raise aspirations for all pupils and provide cultural experiences for all pupils, but in particular pupils eligible for the PPG including those who are high attainers</p> <ul style="list-style-type: none"> <li>Identification, tracking and monitoring of higher PP attainers</li> <li>To provide experience days e.g.: Music workshops</li> <li>Music Concerts/Theatre trips</li> <li>Science Workshops</li> <li>Part and fully fund experiences, trips and residentials, swimming lessons and extra-curricular clubs, trips and experiences for disadvantaged pupils</li> <li>Steel Band lessons-older juniors (free access for PP)</li> </ul>	<p>Cultural capital is identified as the biggest barrier for disadvantaged pupils making higher rates of progress. The Lacey Green Leadership team aims to ensure access and inclusion of <i>all</i> PP pupils in opportunities that enhance the curriculum.</p> <p>According to EEF Research into Arts Participation, the average impact of arts participation on other areas of academic learning overall appears to be positive but moderate (about an additional three months progress). Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported, and are very much a part of our whole school approach at Lacey Green.</p> <p>In addition, the report stated that 'interventions across four areas were needed; academic extension; cultural enrichment; personal development; and removal of financial barriers to achievement.'</p> <p>A key finding from Government Social research was that successful support for all Pupil Premium children, including those higher attainers, was about tailoring support to pupils' needs including cultural enrichment. The research also showed that identification of the most academically able disadvantaged pupils was a crucial component.</p> <p><a href="#">EEF Teaching and Learning Toolkit</a>  <a href="#">DfE – Government Social Research - Research to understand successful approaches to supporting the most academically able disadvantaged pupils</a></p>	2, 3 and 4
<p><b>Attendance</b></p> <p>Monitoring and addressing attendance Attendance – Home/School Liaison Lead</p>	<p>The DfE recognises that improving attendance needs resourcing appropriately (including through effective use of Pupil Premium funding) to create, build and maintain systems and performance. The guidance suggests the use of attendance, pastoral and/or SENDCo staff who</p>	2, 3 and 4

<ul style="list-style-type: none"> <li>Attendance and punctuality monitoring, tracking and intervention - especially Pupil Premium pupils across the school, cohorts and individual classes in comparison with local and national statistics</li> <li>Where interventions fail to address attendance issues, identify the reasons why and, where appropriate, change or adjust the intervention.</li> <li>Create individualised attendance action plans in partnership with families and other agencies</li> </ul> <p>Follow local authority codes of conduct, policies and procedures and make referrals for statutory intervention if /when necessary</p>	<p>are skilled in supporting pupils and their families will help overcome barriers to attendance</p> <p>The school is aware that continual monitoring and proactive actions to investigate all absences, is key in tackling attendance. The school therefore will continue to tackle persistent unauthorised attendance, and implement penalty applications when required to enforce the legal requirement of all children to attend school. .</p> <p><a href="#">DfE's Improving School Attendance</a></p> <p>Link to Cheshire East : <a href="https://www.cheshireeast.gov.uk/schools/school-attendance/attendance-and-children-out-of-education.aspx">https://www.cheshireeast.gov.uk/schools/school-attendance/attendance-and-children-out-of-education.aspx</a></p>	
<p><b>Extra-Curricular Clubs</b></p> <p>Pupil Premium children invited to attend the following clubs:</p> <ul style="list-style-type: none"> <li>Gardening Club - Trained gardener and Home-School liaison Lead to invite and work with all PP children to develop practical gardening skills. Develop their socialising skills as a group, as well as continuing to develop important skills such as resilience</li> <li>Drama Club</li> <li>Art Club</li> </ul> <p>Continue to support PP pupils' access to extra-curricular clubs</p>	<p>The EEF research shows that participation in artistic and creative activities, such as dance, drama, music, painting, or sculpture can help to develop engagement and oral language before a writing task. This activity will help to develop the pupils' self-confidence, communication, socialising skills, as well as helping them to express themselves emotionally, through a different medium. Over time, the above skills and confidence will be shared and celebrated in class (through other subjects), thereby improving the pupils' self-esteem and confidence amongst their peers.</p> <p>In a Nuffield Foundation research project on out of school activities and the impact of the education gap, attendance at after school clubs was associated with positive academic and social outcomes for disadvantaged children in particular. The research showed that organised physical activities were associated with higher attainment and better social, emotional and behavioural outcomes at age 11. School staff, parents and pupils identified a wide range of perceived benefits from taking part in after school clubs covering academic as well as social and emotional outcomes. The findings highlighted the potential value of after school clubs for increasing opportunities for disadvantaged pupils as well as supporting positive outcomes.</p> <p><a href="#">EEF Toolkit – Arts Participation</a></p> <p><a href="#">Nuffield Foundation: Research Project - Out of school activities and the education gap</a></p>	<p>1, 2, 3 and 4</p>

## Total budgeted cost: £

Sub Total Budget costs: Teaching: **£63680**

Targeted Academic Support: **£12,226**

Wider Strategies: **£49,259**

DfE Pupil Premium and Recovery Premium Funding: **£60,088**

School Budget Additional Allocation: **£65,077**

**Total budgeted cost: £125,165**

# Part B: Review of the previous academic year (2022-2023)

## Outcomes for disadvantaged pupils

AIM	OUTCOME
<p><b>CHALLENGE 1</b></p> <p><i>Assessments, observations, and discussions with pupils show that disadvantaged pupils have weaker language, oracy and communication skills on entry into school in comparison with their peers.</i></p>	<p><b>Language, Oracy and Communication Needs</b></p> <p><i>Attainment for disadvantaged children in speaking, communication, oracy and listening in EYFS and Key Stage 1 is in line with Age Related Expectations.</i></p>
<p>At the start of the academic year, the percentage of the EYFS cohort that had already met the ARE in all areas was 10%. By the end of the year, this had significantly increased by over 50+% to 68%. All of the PP children in this group also made the expected progress from their starting points.</p> <p>All EYFS children, as a cohort made significant progress in the areas of Listening, Attention and Understanding with a 27% increase over the year from a baseline of 55% of children achieving the ARE to 82% by the end of the academic year. Likewise, progress in the area of speaking for all EYFS children was very good with an increase of 33% from the on-entry baseline of 55% to the end of year ARE being 88%. All EYFS disadvantaged children (100%) made the expected progress and met the expected standard in Speaking by the end of the EYFS Phase with 83% of disadvantaged EYFS children achieving the Listening/ Attention and Understanding ELG. Baseline data showed that the remaining 17% of PP children had however made significant progress from their initial September baseline.</p> <p>The number of Lacey Green EYFS pupils achieving the expected standard overall in Communication and language was 85% in comparison with 79.9% of pupils nationally- a difference of 4.9%. The overall % for Speaking for all EYFS children at Lacey Green dipped overall by 1.2% since 2022. This is a slight decrease overall from last year however substantial progress has been made from all starting points (which were lower during the baseline assessments). The percentage of EYFS pupils who achieved the expected standards at Lacey Green Primary in Communication and Language: listening, attention and understanding decreased by 2.5% overall. However 100% of disadvantaged pupils within the cohort achieved this standard. Similarly, 100% of this group, managed to achieve the expected standards in Speaking, an increase of 33.3%.</p>	
<p><b>CHALLENGE 2</b></p> <p><i>Baseline on-entry data identifies lower attainment of Pupil Premium children in reading, writing and maths at Lacey Green Primary, across all cohorts. Attainment for disadvantaged children needs to be in line with that of other children thereby diminishing the difference.</i></p>	<p><b>High Attainment of all Pupils</b></p> <p><i>- Attainment for Disadvantaged children is in line with that of other children. - Pupils make the expected progress in reading, writing, and maths, and combined RWM.</i></p>
<p><b>ATTAINMENT:</b> Overall, the majority of our children, including disadvantaged pupils, continue to make very progress based upon their individual needs and starting points.</p> <p>EYFS Data: The percentages of children nationally with a good level of development and at the expected level across all 17 early learning goals was 67.2%. Nationally, 65.6% reached the expected levels across all early learning goals (increased from 2021/22). The average number of early learning goals met at the expected levels was 14.1 out of 17 goals. At Lacey Green, the percentage of pupils achieving a 'good level of development' (at least 'expected' attainment in Reading, Writing and Maths) in 2023 was 68%. The Cheshire East Average was 69% and the National Average was 67%.</p> <p>Nationally, the early learning goal (ELG) with the lowest percentage of children at the expected level writing was still the lowest (71.0%). At Lacey Green, pupils made significant progress in this ELG with only 35% of the cohort reaching the expected standard on entry but then making exceptional progress with 73% achieving the standard by the end of the EYFS Phase (an increase of 38%). The area of writing reflected the national trend as being one of three aspects at Lacey Green that was the lowest ELG standard.</p> <p>Footnotes for EYFS  DfE National Statistics: Academic year 2022/23 Early years foundation stage profile results  Source: <a href="https://explore-education-statistics.service.gov.uk/find-statistics/early-years-foundation-stage-profile-results">https://explore-education-statistics.service.gov.uk/find-statistics/early-years-foundation-stage-profile-results</a> (updated 30/11/23)</p> <p><b>YEAR 1 PHONIC SCREENING:</b></p> <p>Nationally, 79% of pupils met the expected standard in the phonics screening check in year 1. In comparison, 97% of Year 1 Lacey Green pupils achieved this standard, a difference of 18%. This was also a difference of 16% in comparison with standards within Cheshire East.</p> <p>100% of Lacey Green Year 1 disadvantaged pupils achieved the expected standard in their phonics screening check in comparison with 67% of FSM/ Disadvantaged pupils nationally meeting the expected standard. Lacey Green's PSC data for Year 1 Pupil Premium children also significantly exceeded the percentage of all children achieving the Phonics Screening Check nationally (79%) too.</p> <p><b>YEAR 2 PHONICS RESCREENING</b></p>	



No Pupil Premium or disadvantaged pupils were required to re-sit the PSC from 2021/2022

Footnotes for Phonics Screening

DfE National statistics: Phonics screening check and key stage 1 assessments: England 2023

Source: <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-1-and-phonics-screening-check-attainment/2022-23>

## YEAR 2

Nationally, 54% of disadvantaged pupils achieved the standards in Reading at KS1 whereas at Lacey Green, 71% of this group met the standard which is significantly above, and which was more than the all pupils nationally (68%). Additionally, standards in writing of all PP children at Lacey Green (85%) were significantly above the national average for the same group of disadvantaged pupils nationally (44%) - a significant gap of 41%. Similarly, the gap between children meeting the expected standard for maths was significant, with a difference of 30% between disadvantaged children at Lacey Green (86%) and disadvantaged pupils nationally (56%). The differentials at Lacey Green between disadvantaged children's attainment in writing and in maths was minimal (gap of 3% for both subjects) however there was a more marked difference (12%) between these pupils when considering their reading attainment even those disadvantaged pupils still achieved much better than the national average for the group (54%).

% Pupils reaching the 'Expected Standard+'					
End of Key Stage One 2022 (Key Stage 1 Teacher Assessments)	National	Pupil Premium Children		Non Pupil Premium Children	
		School	National	School	National
Reading expected level	68%	71%	54%	83%	73%
Writing expected level	60%	85%	44%	88%	65%
Maths expected level	70%	86%	56%	89%	75%

Footnotes for KS1 Assessments

DfE National statistics: Phonics screening check and key stage 1 assessments: England 2023

Source: <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-1-and-phonics-screening-check-attainment/2022-23>

## YEAR 4 MULTIPLICATION TABLES CHECK:

The mean average score (out of 25) of disadvantaged children at Lacey Green on the Multiplication Tables Check was 21.75 which was comparatively higher than the same cohort group nationally (18.3) and also higher than the national average attainment score for all Year 4 pupils nationally (20.2). Additionally, 80% of the disadvantaged Year 4 pupils at Lacey Green scored either 24 or 25 (full marks). Overall, disadvantaged pupils at Lacey Green attained above average scores in comparison with their peers (a difference of 1) and all national MTC Y4 data for the academic year 2022/2023, especially disadvantaged pupil nationally.

Year 4 Multiplication Tables Check	Average mean score (out of 25)	
	National	School
All Year 4 Pupils	20.2	22.78
Disadvantaged pupils	18.3	21.75
Non disadvantaged pupils	20.9	22.85

Footnotes

DfE National Statistics - Academic year 2022/23: Multiplication tables check attainment

Source: <https://explore-education-statistics.service.gov.uk/find-statistics/multiplication-tables-check-attainment>

## YEAR 6:

**Context:** Nationally in 2023, 30% of pupils at the end of Key Stage 2 were considered disadvantaged. 23% of the Year 6 cohort 2022/2023 was considered disadvantaged.

General attainment: In 2022/2023, all pupils attained exceptionally in comparison with their peers nationally. In all of reading, writing and maths (combined), 84% of the year 6 Lacey Green Year 6 cohort attained the expected standard across all subjects, whereas only 60% of pupils met the same expected standard nationally. In reading, 73% of pupils nationally met the expected standard whereas 92% of all Lacey Green pupils achieved this. In maths, 97% of all pupils at Lacey Green achieved the expected standard, a difference of 24% in comparison with all pupils nationally (73%). In writing teacher assessment, 71% of pupils nationally met the expected standard compared to 87% of pupils at Lacey Green achieving this expected standard. Disadvantaged pupils in Year 6 therefore significantly exceeded the expected standards in these subjects at the end of Key Stage 2.

Our FSM Ever group within Year 6 was one of the groups identified by FFT Aspire data as being one of the a highest performing groups in terms of progress for 'overall achievement' and also 'maths'. The latter progress for the disadvantaged group in their overall achievement was significantly higher than the national average.

Additionally, the mean attendance over the year of the Year 6 cohort who achieved the standards in all three combined subjects was 84% in comparison to 61% nationally, a gap of 23%. Lacey Green fully understands the impact of attendance on progress and results and therefore has continued to work on improving pupil attendance for all in order to ensure the best outcomes, with a particular focus and emphasis on monitoring the attendance of our disadvantaged children.

## Disadvantaged Pupils Attainment & Progress

**Expected Standards & Progress:** The proportion of disadvantaged children achieving the expected standard in all subjects (reading, writing and maths- combined) was 84% at Lacey Green in comparison with the national data which was 44% (a national gap of 22% in comparison with all other pupils). Lacey Green's gap between disadvantaged pupils and others for achieving the combined standard in all subjects was 0%. For the disadvantaged group, attainment in all three subjects combined (84%) has remained the same between 2022 and 2023. In terms of progress of our disadvantaged pupils, they made significant progress in both reading (VA 6.2) and maths (VA 6.9) in comparison with overall North West Region mean progress scores of VA 0.17 in reading and 0.17 for maths. Reading progress at the end of Key Stage 2 was maintained in 2023, whereas reading results nationally dipped in 2023.

The above results show that Lacey Green's end of KS2 results do not mirror national trends but progress and attainment has been maintained or increased. All pupils at Lacey Green, including those that are disadvantaged, are helped to meet their potential

Attainment in reading at Lacey Green has increased for disadvantaged pupils compared to 2022. Attainment in maths for disadvantaged pupils has fallen in 2023 for this group however levels of attainment for other pupils have been maintained. The proportion of disadvantaged children reaching the expected standard in Writing based on Teacher Assessments increased in 2022-2023 by 9% in comparison with the previous academic year.

**Higher Level Standards (Greater Depth):** 13% of disadvantaged pupils at Lacey Green achieved the higher standard in reading, writing and maths combined in comparison with 10% of disadvantaged pupils nationally, 8% of all non-disadvantaged pupils who achieved this nationally, and 6% of Cheshire East's. 15% of Lacey Green Y6 disadvantaged pupils achieved the higher level in Writing in comparison with 9% of all Cheshire East pupils and 13% nationally (all pupils). These results demonstrate that all disadvantaged pupils at Lacey Green make greater than expected progress overall and manage to achieve their potential.

YEAR 6 COHORT –END OF YEAR SATs RESULTS 2023					
		Pupil Premium Children		Non Pupil Premium Children	
End of Key Stage Two 2023 (Key Stage 2 SATs Results)	National*	School	National*	School	National*
Reading expected level	73 %	92%	60 %	92%	
Writing expected level	71 %	85%	58 %	88%	
Maths expected level	73 %	100%	59 %	96%	
Combined reading, writing and maths expected level	60 %	84%	44 %	84%	66%

**Footnotes: End of Key Stage 2 Assessment Data**

Source: <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment> (updated 14/12/23)

<https://www.compare-school-performance.service.gov.uk/school/137450/lacey-green-primary-academy/primary/results-by-pupil-characteristics?accordionstate=0> (updated April 2024)

[https://www.laceygreen.cheshire.sch.uk/serve\\_file/23759069](https://www.laceygreen.cheshire.sch.uk/serve_file/23759069)

(All of the school assessments mentioned in this review were internally validated and moderated, and were based on a combination of test data, standardisation, moderation exercises and diagnostic assessments).

<p><b>CHALLENGE 3:</b></p> <p><i>Discussions, observations and data demonstrate that Covid has had a longer term impact on the emotional resilience and mental health of some of our disadvantaged pupils. An increase in referrals to CAMHs from parents and via school has been noticed.</i></p>	<p><b>Emotional Resilience</b> - Social and emotional needs</p> <ul style="list-style-type: none"> <li>- Resilience and emotional well-being will be meaningfully combined within the academic curriculum</li> </ul>
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Approximately a third of the (31 %) of PP children either received some sort of emotional pastoral mental health or family support (e.g. Early Help with Family Support Worker) from our school Pastoral and Mental Health Lead. All disadvantaged children were invited to attend the fully funded after school Gardening club. Out of these children, 50 % of our PP children attended. A third of our PP children approached took up invitations to attend Fully Funded Breakfast Club and our After School club. A couple of our PP children were given the role of Wellbeing Ambassadors, following their own mentoring by the Mental Health Lead, to help to develop their confidence and to mentor others with well-being issues. Other help and support for Pupils Premium children was provided during the academic year including supporting children to attend fully funded Holiday clubs, based, funding of school trips and also subsidised support for residential trips in Year2, 4 and 6. This allowed children to access activities and opportunities to boost their self-esteem but also to expand their opportunities and/or experiences to develop the 'whole child'.

<p><b>CHALLENGE 4</b></p> <p><i>Our monitoring of attendance, assessments and observations indicate that a minority of disadvantaged pupils' progress, is being affected by absenteeism, and the school aims to proactively reduce this amongst this small group of pupils.</i></p>	<p><b>Attendance &amp; Punctuality</b></p> <ul style="list-style-type: none"> <li>- Further increase overall average attendance and punctuality figures for all PP children.</li> <li>- Reduce the number of persistent absentees</li> </ul>
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Lacey Green Primary's attendance for the academic year 2022/2023 was 95.8% with an overall absence of 4.1% in comparison with Cheshire East with 5.2% absence and the national (England) absence being 5.9%. The school's overall percentage of persistent absences was 8.2% which was half of that of all national (England) persistent absence (16.2%) as well as being 4.2% % less than Cheshire East's persistent absence (12.4%) The attendance of FSM pupils during 2022/2023 was 92.8% and non FSM pupils 96.2%, a difference of 3.4%. Generally, the most frequent days of increased absence were either side of a weekend (Mondays and Fridays) particularly marked with increased absence by older juniors, in line with general National trends- typical absence rates increased as age increases. Overall absence of FSM6 pupils over the year was higher than other pupils' on average particularly on a Monday across all cohorts.

\*DFE Attendance Statistics Report: Autumn and spring term 2022/23 Pupil absence in schools in England  
<https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england>

<p><b>CHALLENGE 5</b></p> <p><i>Lack of engagement of disadvantaged pupils with remote online learning during Covid 19.</i></p>	<p><b>Access to Remote Learning</b></p> <p><i>- Pupil Premium children have access to all computing, internet and IT resources required to access online teaching</i></p> <p><i>- PP children can equally access all online learning and teaching in order to make the expected progress, which is comparable to their peers given any periods of Covid isolation or school closure</i></p>
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During the academic year 2022/2023, there have been no requirements to provide any remote online learning, however the school continues to be well equipped to be able to support disadvantaged children if they needed to revert back to online learning sessions.

**Planning, Reviewing, Monitoring and Evaluation Processes**

In planning our Pupil Premium strategy, we evaluated which activities undertaken in previous years had been the most successful in their impact. We used evidence from assessments, engagement in class, book scrutinies, and conversations with stakeholders in order to identify the challenges faced by disadvantaged pupils. We have analysed the performance of disadvantaged pupils and compared these with local and national data in order to benchmark our attainment. We have looked at research and reports detailing the effective use of Pupil Premium funding, the impact of disadvantage on education outcomes and how to address challenges to learning. We recognised the impact of the pandemic on our disadvantaged pupils, focussing which activities and approaches would work best with those pupils in our school.

We will adjust our plan over time to ensure the best outcomes for pupils.