

**Lacey Gardens Junior Academy Pupil Premium 2019 – 2020**

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| 1. **Summary information** | | | | | |
| **School** | Lacey Gardens Junior Academy | | | | |
| **Academic Year** | 2019/20 | **Total PP budget** | £256,080 (PP Funding)  £ 1,500 (Services)  £ (LAC)  £4,600 (Post LAC)  **Total: £262,180** | **Date of most recent PP Review** | March 2019 |
| **Total number of pupils** | 358 | **Number of pupils eligible for PP** | 194  5 Service  2 Post LAC  0 LAC | **Dates for next internal review of this strategy** | December 2019  March 2020  July 2020 |

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| 1. **Current attainment (Data to be confirmed from Dec 2019 ASP Release)** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving age related expectations in reading, writing and maths July 2019** | 41% |  |
| **% achieving a high standard July 2019** |  |  |
| **Progress in reading**  **Progress in writing**  **Progress in maths** | * 3.77 * 0.20 * 1.52 |  |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school)* | | | |
|  | | **Create a Clear and consistent culture to ensure that staff, children and families have high aspirations and effective learning behaviours (KP1)** | |
|  | | **Social and emotional skills that have affected learning characteristics are overcome** | |
|  | | **Significant percentage of pupil premium children also identified with SEND: leading to issues with poor initial language and communication skills** | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | **Attendance and persistent absence inhibiting access to quality first teaching for identified groups** | |
| **E.** | | **Family circumstance – TAC, CIN, CP, including levels of deprivation – increasing safeguarding concerns and families who require support** | |
| **F.** | | **Parental support for learning and aspirations leads to a potential disconnection with school and its ambitions.** | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | **Create a clear and consistent culture to ensure that staff, children and families have high aspirations and effective learning behaviours**  **(Academy Dream KP1)**  **Target:** Attainment is at least in line with National outcomes and underachievement eradicated for all pupils  **Target:** All pupils encouraged to show positive learning behaviours in a stimulating learning environment | | * QFT – in all classes * Pupil Premium Reviews with all class teachers to identify individual needs and action plan. * Learning environments meet the needs of all pupils. * Termly assessment points/Pupil progress meeting – school data is closer to National figures. * Children’s talk is rich. Children understand and undertake the roles needed for dialogue (active listening and articulate like an academic) * Children use the 6Bs and they agree that they help them in their learning and life * Children are displaying positive behaviours for learning in order to maximise learning time * End of key stage outcomes move towards being in line with national figures |
|  | **Social and emotional skills that have affected learning characteristics are overcome**  **(Academy Dream KP3)**  **Target:** All pupils are able to access learning successfully | | * School is a caring supportive environment * All PP children have a clear, known route to access individual social, behavioural and emotional support from the Care team if required * Effective pastoral and behavioural, social and emotional wellbeing support in place throughout the school. * Children are displaying positive behaviours for learning in order to maximise learning time * Children show metacognition skills and are reflective; they understand that mistakes are part of learning * Teachers understand and use a restorative, UPR(Unconditional positive regard) ethos when supporting challenging behaviour * Zero exclusion policy * Children are engaged in a wide range of activities and experiences which provide a rich knowledge base and develop the cultural capital of all pupils |
|  | **Significant percentage of pupil premium children also identified with SEND: leading to issues with poor initial language and communication skills**  **(Academy Dream KP1)**  **Target:** All SEND pupils have their individual needs met and improved outcomes for more vulnerable learners | | * SEND PP children attain and make progress at least in line with Non-PP SEND children * SEND needs are identified and met - tracked through provision maps * Children’s talk is rich. Children understand and undertake the roles needed for dialogue (active listening and articulate like an academic) |
|  | **Attendance and persistent absence and punctuality inhibiting access to quality first teaching for identified groups**  **Target:** Whole school attendance is 96%+ for all groups | | * Whole school attendance is 96% and is monitored daily by the care team * Attendance for all groups is in-line with National expectations |
|  | **Family circumstance – TAC, CIN, CP, including levels of deprivation – increasing safeguarding concerns and families who require support**  **Target:** Pastoral support effective across the school and all staff will receive CPD to achieve this. | | * School is a healthy environment – children have additional access to healthy snacks/ nutrition, exercise, health routines, * Early and effective interventions with pupils and families causing concern is planned, delivered and reviewed * Appropriate (effective and rapid) liaison with outside agencies to support children and their families * All staff have a clear understanding of safeguarding pathways and engage in all training pathways. * All staff communicate effectively across the school using the CPoms communication system |
|  | **Parental support for learning and aspirations for their children are raised (Academy Dream KP1)**  **Target:** Parents are encouraged to work alongside the school to help all pupils realise and achieve their full potential. | | * Outcomes improve for all groups – PP parents attend parents evening, Exit Points and family learning events etc. * Pupil Premium review meetings with parents for target pupils. * Staff ensure all pupils can access school functions / opportunities (regardless of ability to pay) |

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| 1. **Planned expenditure** | | | | | |
| **Academic Year** | **2019-2020** | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead/Cost** | **When will you review implementation?**  **Evidence of impact** |
| **Children in receipt**  **of pupil premium funding achieve expected progress or better through QFT and when required they are supported by wave 2 and 3 interventions**  **(Academy Development Dream KP1)**    **SEND needs are identified and met**  **Evidence pedagogy so that QFT is extraordinary and has the greatest positive impact on pupils outcomes**  **(Academy Development Dream KP2)** | * Shared vision and focus across KS1 and KS2 * QFT – CPD * Termly Pupil Assessments/Progress meeting to identify underachievers * Subject/Middle leads to drive QFT planning and provision * Quality support for learning in the classroom * Design and implement a Curriculum that enables children to read with purpose and develop cultural capital * SEND reviews identify needs and targets. Support is available in every classroom and additional interventions are delivered by SEND TA lead. | ‘What happens in the classroom makes the biggest difference’  **Closing the attainment gap: Key lessons learned in the EEF’s first six years** | * Shared academy vision and dream * Quality shared CPD across both key stages * Monitoring of teaching * Analysis of data and discussion with staff to identify target pupils     · | SLT & Middle Leaders  **Cost Implications**  **Staffing:**  **Leadership Responsibility - £20,000**  **TA Support – £100,00**  **Staff Training £5000** | Termly - Pupil attainment and progress will be monitored after key assessment points and through discussion at pupil progress meetings.  Impact and evaluation of intervention programmes will be monitored after the completion of each intervention programme |
| **Raise attainment / progress in reading, writing and maths –**  **(Academy Development Dream KP3)**  **Ensure disadvantaged children have increased first hand experiences and remove the potential of any cost barriers** | * Curriculum Enhancement / Enrichment activities   i.e. year group visits, sporting opportunities, after school provision, visitors to school – Shakespeare Drama group and production, whole school WOW weeks.   * Inspirational learning experiences are regularly provided . * Mini Police Project will engage pupils first hand in a variety of ‘Keeping children safe’ projects in school and the local community. * Young Carers support programme in school. * All pupils have access to quality reading materials in school and at home | This universal benefit is planned to reflect the falling income for vulnerable families  There is evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development Evidence also suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment. Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status. There is a positive link between positive attitudes towards reading and scoring well on reading assessments. Regularly reading stories outside of school is associated with higher scores in reading assessments. Evidence suggests that reading for pleasure is an activity that has emotional and social consequences. Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge | * Pupil questionnaires * Parental engagement * Evidence in books * % of pupils working at year group expectations increases * SEND needs identified and met * Reading rewards/provision of book clubs | SLT & Middle Leaders  Year Group Teams  **WOW Weeks funding £2000**  **Curriculum enrichment projects £4000**  **Mini Police Project £500**  **Reading books £5000** | Termly |
| **Improve behaviour, social and emotional wellbeing**  **Provision of Healthy snacks and milk** | * Provision of healthy snacks and milk to ensure that all pupils can access learning successfully and barriers to learning are reduced. * CT’s and support staff to monitor vulnerable pupils and ensure that barriers to learning are swiftly removed. | **Obesity crisis document**  **Accessibility to learning - a hungry/thirsty child will find their concentration levels are poor and engagement in learning is limited.** | * School fruit bowls provide healthy snacks * Fresh milk provided for all PP pupils | LS  **Cool Milk £1000**  **Healthy Snacks - £10/week £150/term** | Termly |
| **Total budgeted cost**  **£138,000** | | | | |  |
| 1. **Targeted support - Attendance/Pastoral** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead/Costs** | **When will you review implementation?**  **Evidence of impact** |
| **Attendance and punctuality of pupils is raised**  **Reduce/ remove attendance barriers for disadvantaged pupils.**  **Improve school attendance to 96%+ and reduce the incidence of persistent lates and absences.** | * Caring supportive environment where children want to attend and feel safe is evident throughout school * Monitoring of attendance in line with attendance policy and completed daily in school. Weekly meeting with SLT to identify trends and persistent Absences and action required. * ‘Super-starts’ – early morning club providing breakfast and activities to target vulnerable pupils to help alleviate attendance and punctuality issues. (Supported by Magic Breakfast scheme) * Incentive and reward schemes for attendance   i.e. Termly In it to Win It reward for 98% attendance  Termly rewards for 100% attendance   * Attendance is positively supported and absences challenged where appropriate * Attendance of disadvantaged pupils to be monitored and interventions to take place as required. * Stay safe counselling and personalised programmes delivered by school counsellor | Early Intervention is recognised as best-practice approach to help families most in need, providing support to help families engage with school with an aim to improve outcomes for children  Good mental and emotional wellbeing is an integral part of children and young people’s holistic development. When this development is inhibited, counselling can be an effective and important resource. The aims of counselling are to assist the child or young person to achieve a greater understanding of themselves and their relationship to their world, to create a greater awareness and utilisation of their personal resources, to build their resilience, and to support their ability to address problems and pursue meaningful goals. | * The % of pupils in PA (90% and below) to be reduced. * Overall absence is in-line national average for similar schools. * Implementation of Attendance Policy. Half termly monitored attendance. Attendance to be celebrated with children in assembly * Social media and website celebrate success in attendance * Governors review | SLT  Nurture care Team  **Super starts Costing**  **Staffing - £100/week £1200/term**  **Costs - £50/week £600/term**  **Attendance Rewards**  **£500** | Half termly |
| **Targeted Intervention Support, meeting identified individual needs** | * Implementation of new mastery for maths approach for all Year groups. * Intensive, well-resourced, small group tuition led by experienced teachers. * Dedicated TA lead for SEND pupils * Staff are trained in effective ways to support children with SEND * Teaching Resources available as required | EFF research for same day intervention and Mastery Maths approaches (instant feedback +8 months, reading comprehension strategies +6 months, mastery maths +5months, phonics +4– EEF)  EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approx.. five additional months’ progress. There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months’ progress over the course of a school year compared to traditional approaches. | * Target pupils/groups identified * Staff TRaining in Mastery Maths approach * Subject Leads ensure that classrooms have adequate resources to support learning. * SENDCO oversees the provision of all pupils on the SEND register * Intervention is overseen by Assistant Principal and SENDCO. | PP lead & SENDCO  **1:1/Small group support led by qualified teacher**  **Staffing Cost: £10,000**  **SEND Lead - TA support**  **Staffing Cost £40,000** |  |
| **Total budgeted cost**  **£50,000** | | | | |  |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| **All safeguarding concerns and families who require support via EH, TAC, CIN, CP, including levels of deprivation are swiftly addressed / implemented** | * EHA completed to identify family needs * All SLT have two-day safeguarding training * DSL attends all multi-agency meetings * Staff regularly capture the voice of the child which is relayed into multi-agency meetings * Classroom support   support individual children through difficult periods – aiming to raise self-esteem, aspirations etc.  Endeavour to remove barriers to learning that may not be addressed by the child’s parents /guardians | Early Intervention is recognised as a best practice approach to help families most in need, providing support to help families engage with school with an aim to improve outcomes for children.  Paul Dix When the Adults Change Everything Changes – pg. 6 Meeting and Greeting | * All staff on board with the Lincolnshire six year training pathway * SLT on the gate – to hear parent voice * 6 Bees to encourage the child’s voice * Parental questionnaires * Safeguarding policy revised in line with the government and Lincolnshire outlines * CPOMS now in place and DSL looks for patterns and identify concerns * Weekly care team meetings * Safeguarding strategy meetings half termly * Attend Local Authority Safeguarding meeting | All SLT Members  **Costing £20,000** | Ongoing |
| **Parental support for learning and aspirations for their children are raised** | * Promote high aspirations at all opportunities – parents evening, showcase events etc. * Language and logic Club * Workshops for parents * Development of ‘#Laceyfieldlouth’ PTA | It is clear that powerful social and economic factors still prevent many parents from fully participating in schooling. There is a major difference between involving parents in schooling and engaging parents in learning. While involving parents in school activities has an important social and community function, it is only the engagement of parents in learning in *the home* that is most likely to result in a positive difference to learning outcomes. **Harris – Do parents know they matter?** | * Parental surveys / feedback * Outcomes for children * Child questionnaires * Parental involvement in school activities * HSA organised social events that include parents and pupils from both schools | All SLT Members  **Costing£5000** | Termly |
| **Improve behaviour, social and emotional wellbeing in order that pupils are ready for learning.** | * Transition Project in Y3/6 * Vulnerable pupils to receive additional support at after school clubs that will focus on self-esteem, life skills and confidence building. | ‘The transition between phases of education is a risk point for vulnerable learners’  **Closing the attainment gap: Key lessons learned in the EEF’s first six years** | * Y3 Well-being Project * Y6 Transition Project | Led by PP Lead  **Staffing for projects - £10,000**  **Resources - £1000** |  |
| Total budgeted cost  £36,000 | | | | |  |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **September 2018 – July 2019** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| **Raise attainment / progress in reading, writing and maths –**  **(Key priority in SIP)**  **SEND needs are identified and met** | **Dedicated leadership responsibility**  Dedicated senior leadership role to oversee the development, planning and robust evaluation of all Pupil Premium work, monitored and supported by a named governor  **Quality First Teaching**  Senior Management are committed in their drive to provide quality first teaching in all classes and will endeavour to provide targeted CPD and professional support for all staff.  **Tracking Data**  Improved effective data and gap analysis, through improved pupil progress monitoring - monitoring progress and identifying and targeting pupils in danger of making below acceptable progress.  School tracking systems identify under-achievement and vulnerable groups at the start of the academic year and following key assessment points. All information shared with teaching staff and through professional dialogue target pupils identified and intervention programmes in place. For some under-achieving targets detailed provision maps and case studies will be completed.  **Accountability**  Through clear performance management targets All STAFF are aware of their responsibility and accountability in eradicating underachievement and low aspirations.  **Effective use of TA’s**  Support will be re-directed through the classrooms and Class teachers are responsible to ensure that this resource is used effectively.  **Intervention (Evidence Based)**  PP lead will investigate additional intervention resources to support under-achievement and meet the needs of higher ability pupils. New support packages will be fully resourced for delivery and include staff training.  **Planning Support**  Senior Teachers/Well Spring Associate Principles to support all year group to plan and deliver effective lessons and sequences of learning.  **Engagement with research projects**  Staff will continue to engage with research projects LEAP/Mobilise . Regular PLC’s will be part of termly professional development. | * Pupil Premium Leadership role on SLT and named governor appointed * Assessment Data always compares performance of All PP AND Non-PP pupils at each assessment point. * Progress reports at each assessment point indicate progress of all pupils and highlight pupil premium pupils * Pupil Progress meetings follow each assessment point and individual pupils are discussed and progress monitored. * A full programme of CPD developed each term to provide quality training that will impact on Quality first teaching * TA support will be classroom based and led by the class-teacher to identify and meet the needs of individual pupils * Evidence based intervention identified by key subject leaders, training provided for all staff. * Pupil premium lead to complete LEAP research project. * Additional subject development will be led by senior leaders and Well-Spring associate principles | * Assessment Calendar in place from the start of the Academic Year with clear expectations for all teaching staff and senior leaders. * Pupil progress meetings have provided opportunities for discussions between class teachers and senior leaders and to target underachieving pupils * TA support reorganised in class with additional support for Y6 to target underachievement. * Staff CPD and staff meetings termly plan with clear and continued focus on quality first teaching. * LEAP project completed - supported the continued development of improving outcomes for disadvantaged pupils in-line with current research. A full programme for English subject leaders training was completed and this was then delivered to staff through regular PLC’s. Staff acted upon research and devised individual/year group action plans to implement ideas in the classroom. All staff were receptacle to new developments and were willing to adapt classroom practice. * Support from Well-Spring associate principle were key to supporting the development of reading and writing throughout the school. Reading resources were updated and all reading books banded. A new approach to writing using WAGOLL’s was also implemented in each year group.   The drive towards improving standards through the delivery of Quality First Teaching will continue to be a key driver in the new Academy Dream.Impact of all the hard work was not reflected in End of KS2 results 2019 but firm foundations have been laid and we will continue to build on these over the next few years, eradicating under-achievement and bringing attainment and progress in-line with National.  We want every child to achieve their full potential. | Staffing  Costs  (SLT/TA’s)  Training  Teaching/Learning resources |
| **Raise attainment / progress in reading, writing and maths –**  **(Key priority in SIP)**  Ensure disadvantaged children have increased first hand experiences and remove the potential of any cost barriers  Provide opportunities for first hand experiences to facilitate reflective writing  Raise motivation, self-esteem, and confidence. | Curriculum Enhancement / Enrichment activities  i.e. year group visits, sporting opportunities, after school provision, visitors to school – Shakespeare Drama group and production, whole school WOW weeks.  Inspirational learning experiences are regularly provided .  Mini Police Project will engage pupils first hand in a variety of ‘Keeping children safe’ projects in school and the local community.  Lincoln University Art Project  Young Carers support programme in school. | * Year group teams encouraged to explore all opportunities for curriculum development and to allow ‘life’ experiences for all pupils * This will be supported by a series of ‘WOW’ weeks with a whole school theme and opportunities for learning across the year groups. * Additional extra-curricular activities will be supported and encourage participation from disadvantaged pupils. * Mini Police officers elected by peers will plan assemblies, competitions and events to support ‘Keeping children safe in education’ * Lacey Gardens will participate in Lincoln University art project to provide inspirational experiences to encourage further education and dreaming big. * Young Carers in school will be supported and acknowledged for the support they give to their families. Rewards and trips out will be organised by the leaders e.g. pantomime visit. | All activities that enhance and inspire learning through our curriculum should be encouraged.  This will provide ‘life’ experiences that some children will not even access from home and enrich their lives and provide aspirations for their future.  All activities should be planned within the curriculum review.  Mini-Police project encompassed school based and community work and these firm foundations will be further developed next year within the second year of the project.  All current projects will be continued in the next academic year and we endeavour to ensure that All pupils are engaged and excited by their learning and aim to reach their full potential |  |
| **Improve behaviour, social and emotional wellbeing**  Provision/support for external assessments | Every opportunity in place to support high aspirations and external assessments through extra-curricular clubs, Easter school, SAT breakfast club and revision materials. | * SAT buster books provided as a revision/homework tool for all Y6 pupils * Easter school to target underachieving disadvantaged pupils * SAT Breakfast Club * Additional 1:1/Small group support | Y6 Progress and attainment was monitored by Assessment Lead closely all year.  Each term data was monitored and the performance of all groups, in all year groups was carefully analysed.  Pupil Progress Meetings allowed time for discussion with CT’s and target pupils identified.  This data was also reported to Governors  Any additional support for Y6 was swiftly implemented  The needs of the pupils are quickly established at the start of the year and quality support put in place. It is important that this continues every academic year until underachievement is eradicated. |  |
| **Raise attainment / progress in reading, writing and maths –**  **(Key priority in SIP)**  Children have access to a range of inspiring and pleasurable reading resources in a learning environment that is fully resourced, so that barriers to reading for pleasure are removed swiftly. | Reading scheme to be extended throughout each year group, providing quality texts, challenging texts, a wide variety of reading materials and reading engagements to be monitored carefully.  High quality texts / reading resources  Whole class guided reading  Engaging parents in reading activities  Reading engagement encouraged through a whole school reward system  Additional reading intervention programmes, target vulnerable groups in Y5 through ‘Book Clubs’ and the GTFC reading programme. | * Reading at LGJA to undergo a complete makeover * Reading resources updated and re-organised to class reading areas. * CT’s adopted a class book to share, discuss and understand. * Parental activities organised at every opportunity. * ‘Reading Miles’ reward scheme encouraged reading for pleasure and parental engagement. * Additional reading intervention programme encouraging reading for pleasure and was led by positive role-models (Particularly directed at disengaged boys readers) | Overhaul of ‘reading’ at LGJA completed but further work required to ensure provision of quality texts across the school and in all homes.  Firm foundations have been laid but must be built on in the next academic year and to ensure that this project has a positive impact on academic attainment.  Pupil Voice indicated a positive review of all development. The success of the reading Miles reading rewards scheme was extremely positive and a large percentage of children reached the higher levels. School staff supported pupils not reading at home.  The rewards were new books and thus ensured that quality texts are reaching the home. |  |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| **Attendance and punctuality of disadvantaged pupils is raised**  **Raise attainment / progress in reading, writing and maths**  **Reduce/ remove attendance barriers for disadvantaged pupils, with EWO support where necessary**  **Improve school attendance to 96%+ and reduce the incidence of persistent lates and absences.**  **Progress of eligible pupils improves and leads to the attainment gap diminishing** | School is a Caring supportive environment where children want to attend and feel safe.  Monitoring of attendance in line with attendance policy and completed daily by attendance officer in school. Weekly meeting with SLT to identify trends and persistent Absences and action required.  ‘Super-starts’ – early morning club providing breakfast and activities to target vulnerable pupils to help alleviate attendance and punctuality issues.  Incentive and reward schemes for attendance i.e. Termly In it to Win It reward for 98% attendance  Termly rewards for 100% attendance  Attendance is positively supported and absences challenged where appropriate  EWO commissioned  Attendance of disadvantaged pupils to be monitored and interventions to take place as required.  In school, attendance challenges throughout the year – targeted at specific groups  PP SLT Monitoring role | * Attendance monitored weekly and comparisons made between PP pupils and Non-PP pupils * Pupils falling into the PA are carefully monitored. Close work between home and school encourage the pupils to get back on track as quickly as possible. * EWO commissioned to work daily from LGJA to ensure that positive relationships between school and home are fostered. Home visits ensures that all safeguarding concerns are addressed. * Individualised attendance targets/rewards are set for pupils with high levels of absence. * ‘Superstarts’ Breakfast club targets vulnerable pupils to ensure a positive start to the school day. * Attendance Figures by the end of the 2018/19 Academic Year. | Attendance is an on-going concern and a target for each academic year.  Lacey Gardens will continue to work alongside their families to ensure that we keep attendance % at or above 96%.  The children have responded positively to the attendance rewards throughout the year. |  |
| **Raise attainment / progress in reading, writing and maths**  **Improve behaviour, social and emotional wellbeing**  **Attendance and punctuality of disadvantaged pupils is raised**  **Children have early access to specialist support so that barriers to learning are removed swiftly** | Stay safe counselling and personalised programmes delivered by school counsellor    TA training opportunities Level 1 standard | Individual support programmes available as and when required. | Although difficult to plan for future needs but it is important that we always prioritise the emotional health and well-being of all our pupils.  Additional training and opportunities to achieve further qualifications should be encouraged through TA performance management. |  |
| **Improve behaviour, social and emotional wellbeing**  **SEND needs are identified and met**  **Swiftly implement interventions when a need is identified**  **Raise attainment / progress in reading, writing and maths**  **SEND needs are identified and met**  **Children’s learning potential is fully understood to raise progress and attainment and eradicate underachievement** | Social, emotional and mental health Intervention TAs (Nurture Team) deliver effective pastoral and behavioural, social and emotional wellbeing support. Effective small group and individual interventions are in place (in appropriately resourced and laid out learning environment) throughout the school  Alternative provisions are in place for targeted children at lunchtime when required  Any unmet learning needs are fully assessed / explored to provide appropriate future provision  STAPS assessments  EP observation, assessments and feedback | * Nurture team have continued to build their own expertise through additional training and qualifications * The Nurture unit is further enhanced with a sensory room, additional resources to support emotional health and well-being and a comfortable place to prepare for learning. * Additional alternative lunchtime provision available to all pupils who need space/quiet/fewer distractions * STAPS assessments are completed for target pupils * Unmet needs are identified and met | The provision and support provided by the Nurture team and the drive by SLT to ensure that all the emotional needs of all pupils are addressed and supported within school and if needed with the support of outside agencies.  In order for some pupils to access their learning successfully they might need additional support and once identified those needs are swiftly met.  This is on-going provision and will be required to address any emotional health needs and address well-being. |  |
| **Raise attainment / progress in reading, writing and maths –**  **Raise and accelerate progress and attainment in a targeted group of Y6 children** | 1:1 / small group Tuition  Intensive, well-resourced, small group tuition led by experienced teachers.  Key member of staff available to support / take parents to medical appointments regarding their child i.e. paediatric appointments  Staff are trained in effective ways to support children with SEND  Resources purchased / available as required | * Pupil progress meeting identify underachievement and discussions identify target pupils and agreed subject focus for intervention and in-class support * Additional well-trained staff are identified to support 1:1 and small groups * SEND reviews identify needs and plan strategies to meet targets | Impact of small group support is detailed on intervention plans. |  |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| **All safeguarding concerns and families who require support via EH, TAC, CIN, CP, including levels of deprivation are swiftly addressed / implemented** | EHA completed to identify family needs  All SLT have two-day safeguarding training  DSL attends all multi-agency meetings  Staff regularly capture the voice of the child which is relayed into multi-agency meetings  Classroom support  - support individual children through difficult periods – aiming to raise self-esteem, aspirations etc.  - are readily available to individual children whenever the child feels they need support  - endeavour to remove barriers to learning that may not be addressed by the child’s parents /guardians  PP SLT Monitoring role  Additional CPD opportunities for Nurture team in theraplay and lego therapy | * New recording system C-Poms is introduced across the school to improve communication and provide evidence of behaviour and safeguarding concerns. This ensures opportunities for SLT to oversee all concerns and ensure that they are all addressed. * Clear SLT roles ensure responsibilities are allocated across the team * Staff all have responsibility for the safeguarding and receive regular updates and training. * Named governor responsible for Pupil Premium | We are all responsible for the safeguarding of all pupils at all times.  This provision is continuous and on-going. |  |
| **Parental support for learning and aspirations for their children are raised** | Promote high aspirations at all opportunities – parents evening, showcase events etc.  Language and logic Club  Workshops for parents  Writing Cafes  Reading Trails | * LGJA operates an open-door policy and parents are encouraged to share any concerns at any time with CT’s or SLT. * Parents are actively encouraged to be involved and play a big part in the education of their child * Subject Leads actively organise events that allow adult participation and involvement * High aspirations are shared with all shareholders | Parental involvement in learning activities, information meetings and social events is both encouraged and offered.  The role of subject leads and their subject action plans focus on family learning and engagement. |  |
| **Raise attainment / progress in reading, writing and maths –**  **(Key priority in SIP)** | 1:1 Marking and feedback project pilot in Yr 5.  Ain: To build effective staff/pupil relationships and dialogue to overcome individual barriers to learning and identify solutions.  Target pupils clearly identified through data analysis and pupil progress meetings.  Promote resilience and aspirational targets.  Identify pre and post opportunities and inform planning for target groups and effective use of TA’s. | * Final year research project ‘LEAP’ will focus on feedback and will build on EEF research findings. * All aspects of QFT will aim to raise levels of attainment and progress for all pupils * Assessment data collected and analysed at the end of each term will inform future planning for all target groups. | Lacey Gardens completed the final year of the ‘LEAP’ project. Through this project the staff completed training through PLC’s, discussed and adapted research ideas to trial in their own classrooms.  Innovative new ideas have been adopted by teaching staff  Development has been across all key subject areas, with a common view of improving standards for all.  The support of the WellSpring Trust has supported all subject developments and all staff have responded positively to adapt and develop QFT in the classroom. |  |
| **Improve behaviour, social and emotional wellbeing in order that pupils are ready for learning.** | Transition Project in Y3/6  Vulnerable pupils to receive additional support at after school clubs that will focus on self-esteem, life skills and confidence building. | * Additional emotional and well-being support is enhanced through additional targeted support. * Y3 well-being after school build confidence, self-esteem and social skills in a relaxed, friendly manner. * Y6 are supported with additional secondary visits and transition support. | Y3 well-being club successfully increased confidence for all target pupils. Social skills and independence grew through confidence-building activities and visits.  The transition to secondary school was successful for all pupils.  Both projects address emotional needs of some pupils and ensure that transition periods are successful. |  |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |