

## Pupil premium strategy statement 2021/22

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	Lacey Gardens Junior Academy
Number of pupils in school	335
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years
Date this statement was published	01.12.21
Date on which it will be reviewed	01.12.22
Statement authorised by	Emma Beveridge
Pupil premium lead	Daniel Reynolds and Abbie Cooper
Governor / Trustee lead	Farhan Ahmed

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£240,755
Recovery premium funding allocation this academic year	<b>£26,245</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 267,000



# Part A: Pupil premium strategy plan

## Statement of intent

At Lacey Gardens Junior Academy, we want to provide a clear and consistent culture of high aspirations and positive learning behaviours for all pupils. Lacey Gardens staff and the governing body accept responsibility for 'socially disadvantaged' pupils. We are committed to meeting their pastoral, social and academic needs within a caring, nurturing environment. We strive for each child to be the very best versions of themselves through a supportive, compassionate culture.

When making decisions about using Pupil Premium funding, it is important to consider the context of Lacey Gardens Junior Academy and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". At Lacey Gardens Junior Academy, we ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### **Key principals**

We ensure that teaching and learning opportunities meet the needs of all the pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and supported. Making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered, or qualify, for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

### **Demography and School Context**

- 594 pupils attend LaceyField from Nursery to Year 6
- 259 pupils attend the infant site and 335 attend the junior site
- 50.2% of pupils are eligible for free school meals, this is 30.5% above national average (19.7%)
- 21.5% of pupils are on the SEND register which is 9.3% above national average (12.2%)

- 5.0% of pupils across the academies have an EHCP which is 1.3% above national average (EINA 2.7%, LGJA 7.2%, average 5.0% compared to national 3.7%)

### **Ultimate Objectives - What are we going to do?**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to achieve and aspire to exceed in school, to make expected progress rates in order to reach Age Related Expectation at the end of Year 6.
- Create an inclusive environment where all children can fulfil their full potential.

### **Achieving These Objectives - How do we do it?**

- Access to QFT for all pupils.
- Internal Barriers to learning removed.
- External barriers are addressed with support for families.
- LaceyField provides inspirational learning opportunities that are enriched to provide a rich knowledge base and cultural capital for all pupils.
- Internal data shows a decrease in the gap between 'disadvantaged' and 'other' pupils and consideration given to the varied starting points
- End of key stage outcomes move towards being in line with national figures
- QFT – in all classes
- Pupil Progress Meetings with all class teachers to identify individual's needs and clearly plan for these needs in lessons.
- Learning environments meet needs of all pupils
- Robust termly assessment points analyse and track 'disadvantaged' pupils
- 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
- SEND children are given appropriate small steps and lessons are differentiated to support achievable outcomes.
- Collaborative planning approach across Kingdoms
- School is a caring supportive environment 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
- Teachers understand and use a restorative, unconditional positive regard ethos when supporting challenging behaviour – Regulate, Relate, Reason
- Zero exclusion policy

- Children show metacognition skills and are reflective; they understand that mistakes are part of learning
- 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
- All PP children have a clear known route to access individual social, behavioural and social support from the care team if required.
- Bee Well nurture spaces are provided to cater for the needs of individuals
- A neuro-sequential approach (safe, love, learn) to school day is planned and gives more effective use of learning time.
- Nurture Breakfast provides a positive start to the school day and ensures that all children are ready to learn every day.
- Nurture Breakfast provides a positive start to the school day and ensures that all children are ready to learn every day.
- High expectations set for all children by all members of staff; no glass ceiling.
- Learning environments meet needs of all pupils
- 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)
- Early oracy skills and language development are supported, interventions put in place for target children.
- Regular communication between school and home ensures a collaborative approach to support learning together.
- Barriers to learning at home and within school are discussed and acted upon to ensure access to learning opportunities at all times.
- School is a healthy environment – children have additional access to healthy snacks/ nutrition, exercise, health routines,
- Highly effective emotional, social and behavioural support in place to meet individual and family needs
- 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, delivered through CPD.
- All staff communicate effectively across the school using the CPOMS communication system
- A Parent Support Officer is appointed to support families and their children
- Whole school attendance is 96% and is monitored daily and discussed with SLT.
- Actions are swift to address any concerns.
- Attendance for all groups is in line with National

## **The Fundamentals**

- PP SLT Lead to champion all work completed with PP pupils.
- We will address underachievement and raise aspirations.
- We will involve home learning and engage parental support to help achieve our goals.
- No child will feel too hungry to access learning.
- Emotional support and well-being will be the heart of our vibrant school.
- Every individual child and family will have access to behavioural, social and emotional support that they need.
- Positive learning behaviours are expected across the whole academy site.
- Attendance is monitored continually and barriers removed.

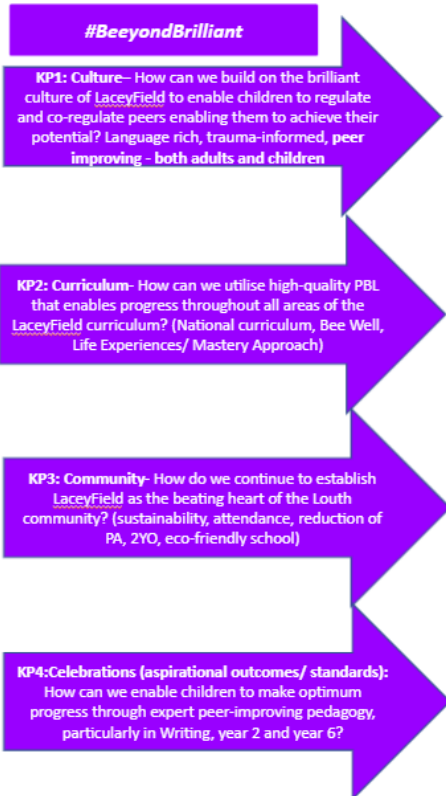
## **Monitoring**

- The SLT and Pupil Premium Leads will monitor the progress and achievement of all disadvantaged pupils.
- They will listen to the voice of the child and ensure that needs are met.
- Engage with families and share raised aspirations and encourage involvement with their own child's learning.
- Review pupil premium spending and review and evaluate impact.
- Report to Governing body achievements and impact and future plans.
- Yearly reports and reviews shared on School websites.
- Latest research and reports on the impact of pupil premium spending considered and reflected on.

**Academy  
Development  
Dream 2021/2022**



**Leadership promise at LaceyField:**  
*A promise to enable everyone to become the best version of themselves. To achieve optimum happiness and success in life. We promise to do what is right for our staff so that they are empowered, educated, enthused and well enough to do what is right for our tiny humans so that they can be the best version of themselves. (EMMER Model)*



KP1 (Vision 2025 – People)	KP2 (Vision 2025 – Doing and Innovating)
<ul style="list-style-type: none"> <li>Culture of unlimited potential is articulated by all stakeholders</li> <li>Aspirational outcomes achieved for all pupils</li> <li>All stakeholder voice is positive (parent ques, pupil ques, staff wellbeing ques)</li> <li>Staff coaching partnerships support peer-improving system</li> <li>Children able to resolve problems in a peer-supported way</li> <li>Bee Well curriculum in place and showcases the holistic approach at LaceyField</li> <li>Wellbeing champion network across the LaceyField Team</li> <li>Peer mentoring/ peer solution-focus culture building @ (MF training day Jan 2022)</li> <li>Staff peer-improving system utilising coaching well</li> <li>Kingdom leaders lead focused educational discussion in line with ADD</li> <li>Mastery environments enables all children to achieve</li> <li>High quality Mastery training for all stakeholders</li> <li>LaceyField is regarded as a place for professional learning by other schools and trusts (outward facing)</li> </ul>	<ul style="list-style-type: none"> <li>High quality texts linked to PBL areas</li> <li>Writing focus has an impact (identified from data)</li> <li>Professional outcomes are exciting, of a high standard and involve the local community</li> <li>All areas of the curriculum are underpinned by clear progression documentation</li> <li>Subject leaders are empowered to articulate their subject</li> <li>Statistics part of PBL curriculum</li> <li>Our curriculum is differentiated appropriately to support SEND whilst ensuring appropriate pitch and challenge for all pupils.</li> <li>Parent feedback shows they feel more engaged with and understand the expectations of the curriculum</li> <li>High quality mastery training for all staff working with our children</li> <li>Google accreditation for some staff</li> <li>G Suite for learning integrated more within lessons, and chromebooks seen frequently to support and enhance learning</li> <li>Staff peer-improving system utilising coaching well</li> <li>LaceyField is regarded as a place for professional learning by other schools and trusts (outward facing)</li> </ul>
KP3 (Vision 2025 – Sustaining)	KP4 (Vision 2025 – Assuring)
<ul style="list-style-type: none"> <li>Improved/ aspirational attendance for all pupils</li> <li>FSM/ Care Team work results in reduction of PA and positive family relationships</li> <li>Good working relationship with EWO resulting in attendance improvements</li> <li>LaceyField seen as the heart of the community</li> <li>Well-established parent support</li> <li>2 year provision established</li> <li>Parent workshops throughout the year</li> <li>Parents know and understand the teaching and learning offer</li> <li>Links with external agencies further enhanced - including children's services, refuge, PCSOs etc</li> <li>Opportunities for external agencies to meet with parents - drop ins, signpost sessions etc.</li> <li>Links with local business developed / promoted</li> <li>LaceyField used as a hub of excellence for teaching Mastery Maths</li> <li>Tapestry to be used effectively</li> <li>Curriculum linked to local community where appropriate - use of local knowledge, environments, businesses etc.</li> <li>Opportunities for multi / mixed generation learning / activities</li> <li>Events that children and their families can take part</li> </ul>	<ul style="list-style-type: none"> <li>Achievements in all areas of curriculum (and beyond) celebrated through the bees</li> <li>Writing outcomes improve rapidly as a result of pedagogical focus</li> <li>Assessment and in school systems rigorously track progress children are making</li> <li>Pupils needing additional support (learning or nurture) are quickly identified, the appropriate provision is put in place which has a rapid impact</li> <li>Pupil outcomes show continued improvement</li> <li>Pupil outcomes more in line with national</li> <li>Focus on year 2 and year 6 for COVID catch-up funding has impact on pupil outcomes</li> <li>Gap between PP and non PP closing</li> <li>Weekly celebrations in assemblies - writing/ maths focus each week</li> <li>Staff peer-improving system utilising coaching well</li> <li>LaceyField store cupboard (pedagogy) used expertly</li> <li>Mastery Maths &amp; English Twitter used as a media to promote wow maths moments!</li> <li>Infrastructure is improved so that Twitter can be used more readily and frequently</li> <li>LaceyField is regarded as a place for professional learning by other schools and trusts (outward facing)</li> </ul>

**Challenges**

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

Challenge number	Detail of challenge
1	Attendance and punctuality issues. <i>School Key Priority 3 - Community</i>
2	Chaotic homelife and social service involvement. <i>School Key Priority 3 - Community</i>
3	More frequent behaviour difficulties. <i>School Key Priority 1 - Culture</i>
4	Attainment below national average on entry to Year 3 in Reading, Writing and Maths. <i>School Key Priority 3 - Community</i> <i>School Key Priority - 2 Curriculum</i> <i>School Key Priority - 4 Aspirational outcomes and standards</i>

5	Low attainment in writing across KS2. <i>School Key Priority - 2 Curriculum</i> <i>School Key Priority - 4 Aspirational outcomes and standards</i>
6	Weak language and communication skills. <i>School Key Priority 3 - Community</i>
7	Isolated family environments. <i>School Key Priority 3 - Community</i>
8	% of ARE outcomes for WRM combined <i>School Key Priority 2 - Curriculum</i> <i>School Key Priority 4 - Aspirational Outcomes and standards</i>

## 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
Progress in Reading <i>Challenge 4 + 5 + 6 + 8</i> <i>School Key Priority 4</i>	Achieve National Average Progress Scores in KS2.
Progress in Writing <i>Challenge 4 + 5 + 6 + 8</i> <i>School Key Priority 4</i>	Achieve National Average Progress Scores in KS2.
Progress in Mathematics <i>Challenge 4 + 1+ 5 + 6 + 8</i> <i>School Key Priority 4</i>	Achieve National Average Progress Scores in KS2.
Progress in the use of Phonic skills <i>Challenge 4 + 5 + 6 + 8</i> <i>School Key Priority 4</i>	Become a fluent, confident reader by the end of KS2.
Progress in Attendance <i>Challenge 1 + 2</i> <i>School Key Priority 3</i>	Ensure attendance of disadvantaged pupils is +95%.
Progress in Learning Behaviours <i>Challenge 2 + 3</i> <i>School Key Priority 1</i>	Significant reduction in behavioural incidents.



Progress in Mental Health and Wellbeing  <i>Challenge 2 + 3 + 7</i>  <i>School Key Priority 1</i>	Promote and maintain positive mental health.
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## 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: £111,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist £4000	Weak Language and Communication skills. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently	Challenge 6 <i>School Key Priority 3 - Community</i>
G5 Class PP TA £90,000	Schools that use PP most effectively identify those pupils who are underachieving. The school can only target the correct interventions at pupils with the most detailed knowledge of their specific needs. Ofsted 2013. Due to poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required to access the curriculum. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.	Challenge 5 + 6 + 8 <i>School Key Priority - 2 Curriculum</i> <i>School Key Priority - 4 Aspirational outcomes and standards</i> <i>School Key Priority 3 - Community</i>

<p>Subject Lead Staff TLR £6000</p>	<p>Time for staff to assess, plan and review their subject allows staff to design and monitor their subject needs effectively. Subject leads work closely across LaceyField.</p>	<p>Challenge 5 + 8 <i>School Key Priority - 2 Curriculum</i> <i>School Key Priority - 4 Aspirational outcomes and standards</i> <i>School Key Priority 3 - Community</i></p>
<p>External and Internal Read Write Inc. CPD £1000</p>	<p>CPD training opportunities planned to improve quality first teaching of phonics, reading and writing. Interventions planned, sequenced and reviewed termly with relevant subject leads and SLT.</p>	<p>Challenge 5 + 8 <i>School Key Priority - 2 Curriculum</i> <i>School Key Priority - 4 Aspirational outcomes and standards</i> <i>School Key Priority 3 - Community</i></p>
<p>JB Sports CPD £2,000</p>	<p>We promote active learning to stop the obesity crisis. Children are given the opportunity to participate in a wide range of sports activities.</p>	<p>Challenge 2 + 6 <i>School Key Priority 3 - Community</i></p>
<p>External Staff Training CPD £8,000</p>	<p>School ADD maps out training needs and CPD opportunities for all staff. Staff questionnaires, surveys, CDD and professional team conversations form annual training schedule to support PP needs.</p>	<p>Challenge 3 + 5 + 6 + 8 <i>School Key Priority 1 - Culture</i> <i>School Key Priority 3 - Community</i> <i>School Key Priority - 2 Curriculum</i> <i>School Key Priority - 4 Aspirational outcomes and standards</i></p>

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

Budgeted cost: £ 81,745 + 26,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Intervention Teachers £38,000 + £26,745	EEF evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.	Challenge 5 + 8 <i>School Key Priority - 2 Curriculum</i> <i>School Key Priority - 4 Aspirational outcomes and standards</i> <i>School Key Priority 3 - Community</i>
Parent Support Workers £23,000	Information gathered from leaders shows that there is a need for a family approach to inclusion (parental engagement +3 months – EEF) Many children find it difficult to access the curriculum because of issues arising at home which they need to off load before starting their learning (Attachment and ELSA training). 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. 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 <i>the home</i> that is most likely to result in a positive difference to learning outcomes. Harris – Do parents know they matter?	Challenge 1 + 2 + 7 <i>School Key Priority 3 - Community</i>

<p>Mastery Maths - TT Rockstars Subscription Mastery Maths - Numbots Subscription £745</p>	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills</p>	<p>Challenge 5 + 8 <i>School Key Priority - 2 Curriculum</i> <i>School Key Priority - 4 Aspirational outcomes and standards</i> <i>School Key Priority 3 - Community</i></p>
<p>Lexia Subscription Maths Whizz Subscription and learning support resources £8,000</p>	<p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<p>Challenge 5 + 8 <i>School Key Priority - 2 Curriculum</i> <i>School Key Priority - 4 Aspirational outcomes and standards</i> <i>School Key Priority 3 - Community</i></p>
<p>Read Write Inc Oxford Owl Subscription and resources £2,000</p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. There is also evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and</p>	<p>Challenge 5 + 6 + 8 <i>School Key Priority - 2 Curriculum</i> <i>School Key Priority - 4 Aspirational outcomes and standards</i> <i>School Key Priority 3 - Community</i></p>

<p>Chrome books Investment and technology CPD £10,000</p>	<p>speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>Chromebooks are used to support learning interventions, differentiated lesson support and a bespoke curriculum.</p>	<p>Challenge 5 + 6 + 8 <i>School Key Priority - 2 Curriculum</i> <i>School Key Priority - 4 Aspirational outcomes and standards</i> <i>School Key Priority 3 - Community</i></p>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 48,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Support Workers £25,000</p>	<p>Learning from best practice and research released by EEF and case studies for improving behaviour for learning (SEMH ed +4 months – EEF). Paul Dix When the Adults Change Everything Changes – pg. 6 Meeting and Greeting.</p>	<p>Challenge 3 <i>School Key Priority 1 - Culture</i></p>
<p>Education Welfare Officer £4,000</p>	<p>Education Welfare Officer supports school by addressing attendance concerns; the EWO communicates effectively with families to support attendance needs with the SLT.</p>	<p>Challenge 1 + 2 <i>School Key Priority 3 - Community</i></p>
<p>Play Therapist £6,000</p>	<p>Play therapy offers children a safe and comfortable space in which they can be themselves and have the emotional support to express their feelings freely. These feelings can then be explored and contained in a healthy way with the help of a play therapist in order to promote resilience and confidence within each child.</p>	<p>Challenge 2 + 7 <i>School Key Priority 3 - Community</i></p>
<p>Uniform £4,510</p>	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. A school uniform supports the development of a whole school ethos and therefore supports discipline and motivation.</p>	<p>Challenge 1 + 2 + 7 <i>School Key Priority 3 - Community</i></p>

<p>Lunch support and CPD to provide high quality game activities to engage pupils £2,000</p>	<p>JB Sports to work with small groups to promote communication and interaction skills across all year groups.</p>	<p>Challenge 3 + 6 <i>School Key Priority 1 - Culture</i> <i>School Key Priority 3 - Community</i></p>
<p>Nurture Breakfast provides a free breakfast for all children to start their day £2,500</p>	<p>EEF report on breakfast clubs Nov 16 research shows hungry children do not perform as well.</p>	<p>Challenge 1 + 2 + 3 + 7 <i>School Key Priority 1 - Culture</i> <i>School Key Priority 3 - Community</i></p>
<p>Residential and Experiences Costs £4,000</p>	<p>Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	<p>Challenge 6 + 8 <i>School Key Priority 2 - Curriculum</i>  <i>School Key Priority 4 - Aspirational Outcomes and standards</i>  <i>School Key Priority 3 - Community</i></p>

**Total budgeted cost: £ 267,000**





## 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 2020 to 2021 academic year.

#### Whole of KS2

Measure	PP	Non PP	Difference
Reading	41% ARE	60% ARE	-19%
Writing	18% ARE	32% ARE	-14%
Maths	28% ARE	47% ARE	-19%
RWM	13% ARE	27% ARE	-14%

#### Year 6 2020/2021 cohort

Measure	PP	Non PP	Difference
Reading	51%	70%	-19%
Writing	25%	31%	-6%
Maths	47%	66%	-16%
RWM	23%	27%	-4%

Covid 19 has undoubtedly had a huge impact on the progress and outcomes of our disadvantaged children. During the pandemic, Laceyfield has seen an increase in the number of children eligible for PP funding. We suspect that many of our families miss the threshold for PP funding by a minimal amount. To combat this, we check every family to ensure eligibility is automatically generated and updated. Laceyfield families live in postcodes where deprivation is high as measured by IMD (Index of Multiple Deprivation) This provides extra funding, incorporated into the

budget share. Ian Gilbert (The Working Class) and Marc Rowland (Addressing Educational Disadvantage) research suggests that in deprived areas, all children should be treated as PP, and QFT and nurture is the very best way to support progress.

### **Remote learning**

Despite the extraordinary efforts made by the Laceyfield team to provide digitally disadvantaged children with the equipment required to engage with online learning, a snapshot identified that PP children were 20% less engaged with the online offer provided - the majority of these being SEN. An enquiry into this through weekly check-ins noted that this could be due to digital knowledge/experience from parents and those children were provided with a paper/practical pack to support the child's individual learning needs.

### **Data Collection**

As expected, Spring term data showed that the gap between NPP and PP had widened. Maths data has remained relatively stable and Summer term data collection for KS1 shows the impact of the Maths leads as Reasoning and Problem solving paper marks are higher than arithmetic. This is a celebration of the hard work from the Maths leads and teachers in implementing a reasoning rich maths curriculum. As anticipated, Reading, and particularly Writing, will be a focus for the academic year 2021/22.

### **Celebrations**

Since returning to school in March, leaders have continued to offer CPD and monitor the teaching and learning of all children with leaders also having a focus on PP. PP leads have completed learning walks and book looks with all staff. Ian Gilbert talks of the neurological links to poverty and education and the initial focus for a safe return was to support this. KS1 supported the children in transitioning back to school with a mini project focussed on bees and supporting the children to be learners. Particular focus was given to dialogue for learning which supports the children to have a deeper understanding of their learning; EYFS have engaged with the DfE / EEF project which uses NELI (Nuffield Early Language Identification) to develop speech and language with our youngest children.

Appreciative Enquiry Walks for all staff gave teachers the opportunity to see the magic at Laceyfield by visiting all classrooms and all year groups to share good practice, and collaborate on ideas. Feedback from book looks and learning walks, conducted by senior leaders, shows QFT is evident at Laceyfield and that, although focussing on PP children, the

learning offer for all children is rich, varied and has met the children's needs in order to fill any learning gaps and support progress.