

LGJA Pupil premium strategy statement 2024/25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 |
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| School name | Eastfield Infants' and Nursery Academy |
| Number of pupils in school | 206 |
| Proportion (%) of pupil premium eligible pupils | 57% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 Years |
| Date this statement was published | 01.12.25 |
| Date on which it will be reviewed | 01.12.26 |
| Statement authorised by | Emma Beveridge |
| Pupil premium lead | Daniel Reynolds |
| Governor / Trustee lead | Farhan Ahmed |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £ 167,140 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 167,140 |

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

- 518 pupils attend LaceyField from Nursery to Year 6
- 206 pupils attend the infant site and 312 attend the junior site
- 57% of pupils are eligible for free school meals, this is 32.4% above national average (24.6%)
- 20.4% of pupils are on the SEND register at Eastfield Infants' and Nursery Academy which is 6.8% above national average (13.6%)
- 25.3% of pupils are on the SEND register at Lacey Gardens Junior Academy which is 11.7% above national average (13.6%)

- 4.3% of pupils at Eastfield Infants' and Nursery Academy have an EHCP which is 0.5% below national average of 4.8%
- 8.6% of pupils at Lacey Gardens Junior Academy have an EHCP which is 3.8% above national average of 4.8%

Ultimate Objectives - What are we going to do?

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils using an ambitious, spiral curriculum.
- For all disadvantaged pupils to achieve and aspire to exceed in school, to make accelerated progress rates in order to reach Age Related Expectation at the end of end of each academic year.
- Improve attendance rates so they are in line with national average figures.

Achieving These Objectives - In the classroom/wider support teams/monitoring

In the classroom:

- Access to QFT for all pupils
- Internal barriers to learning removed - e.g pre-teaching
- Provides inspirational learning opportunities that are enriched to provide a rich knowledge base and cultural capital for all pupils
- 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 phases
- School is a caring supportive environment
- 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
- A neuro-sequential approach (safe, love, learn) to school day is planned and gives more effective use of learning time.
- 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,
- 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

Wider support teams:

- External barriers are addressed with support for families.
- 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
- Whole school attendance is 96% and is monitored daily and discussed with SLT.
- A LaceyField family support worker supports families and their children
- SEND needs are identified and met - tracked through provision maps
- Regular communication between school and home ensures a collaborative approach to support learning together.
- Appropriate (effective and rapid) liaison with outside agencies to support children and their families
- Early and effective interventions with pupils and families causing concern is planned, delivered and reviewed
- Pupil Progress Meetings with all class teachers to identify individual's needs and clearly plan for these needs in lessons

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.

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| <p>Community (why) To fully engage parents and carers within the LaceyField family to raise opportunities and aspirations for all.</p> <p><i>Outcome: attendance at national, better lives for our children, intergenerational cycle broken</i></p> | <p>Culture (who we are) To raise aspiration and expectation through the LaceyField Culture. (Metacognition, coaching, pupil voice, aspirational targets, they can- they will culture) <i>Outcome: children invested in learning and understand the way they learn/ the journey of learning at LaceyField</i></p> |
| <p>Curriculum (what) To embed a cyclical and progressive foundation curriculum to improve attainment and progress for all LaceyField learners.</p> <p><i>Outcome: Peer Review March 2025 shows curriculum improvements</i></p> | <p>Creativity (how) To ensure consistent and highly effective pedagogy leading to aspirational progress and outcomes in reading and writing.</p> <p><i>Outcome: 75% EXS for all subjects</i></p> |

Challenges

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

| Challenge number | Detail of challenge |
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| 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 | 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 | Low language and communication skills. <i>School Key Priority 3 - Community</i> |

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| 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 |
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| Improve reading attainment and rates of accelerated progress <i>Challenge 4 + 5 + 6 + 8</i> <i>School Key Priority 4</i> | Achieve National Average Progress Scores in KS2. Close the gap between PP and non pp attainment and progress data. |
| Improve writing attainment and rates of accelerated progress <i>Challenge 4 + 5 + 6 + 8</i> <i>School Key Priority 4</i> | Achieve National Average Progress Scores in KS2. Close the gap between PP and non pp attainment and progress data. |
| Improve maths attainment and rates of accelerated progress <i>Challenge 4 + 1 + 5 + 6 + 8</i> <i>School Key Priority 4</i> | Achieve National Average Progress Scores in KS2. Close the gap between PP and non pp attainment and progress data. |
| Improve phonic attainment and rates of accelerated progress <i>Challenge 4 + 5 + 6 + 8</i> <i>School Key Priority 4</i> | Become a fluent, confident reader by the end of KS2. Close the gap between PP and non pp attainment and progress data. |
| 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> | Significant reduction in behavioural incidents. |

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| <i>School Key Priority 1</i> | |
| Progress in Mental Health and Wellbeing <i>Challenge 2 + 3 + 7</i> <i>School Key Priority 1</i> | Promote and maintain positive mental health. |

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: £65,230

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--|
| Speech and Language Therapist £5,742 | 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 £48,488 | 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> |

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| <p>External and Internal Read Write Inc. CPD £3000</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 £6,000</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: £ 74,745

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Intervention support staff £30,000</p> | <p>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.</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>Parent Support Worker £18,000</p> | <p>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?</p> | <p>Challenge 1 + 2 + 7 <i>School Key Priority 3 - Community</i></p> |
| <p>Mastery Maths - TT Rockstars Subscription Mastery Maths - Numbots Subscription £1745</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</p> | <p>Challenge 5 + 8 <i>School Key Priority - 2 Curriculum</i> <i>School Key Priority - 4 Aspirational outcomes and standards</i></p> |

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| <p>Lexia Subscription and learning support intervention resources £6,000</p> | <p>additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills</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><i>School Key Priority 3 - Community</i></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 £7,000</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 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>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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| Chrome books Investment and technology CPD £12,000 | Chromebooks are used to support learning interventions, differentiated lesson support and a bespoke curriculum. | 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> |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 27,165

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Education Welfare Officer £4,000 | Education Welfare Officer supports school by addressing attendance concerns; the EWO communicates effectively with families to support attendance needs with the SLT. | Challenge 1 + 2 <i>School Key Priority 3 - Community</i> |
| Play Therapist £4,000 | 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 | Challenge 2 + 7 <i>School Key Priority 3 - Community</i> |

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| <p>Uniform £4,000</p> | <p>resilience and confidence within each child.</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 £2,665</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 £4,500</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>Capital cultural experiences Costs £5,000</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> |
| <p>School mini bus £3000</p> | <p>With clear links between attendance, attainment and behaviour, and in the</p> | <p><i>School Key Priority 3 - Community</i></p> |

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| | context of increased levels of absence since the COVID-19 pandemic, attendance is a challenge and priority for schools up and down the country. Improving attendance is a multifaceted mission, requiring different approaches in different contexts. | |
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Total budgeted cost: £ 167,140

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 KS1

| Measure | PP | Non PP | Difference |
|---------|---------|---------|------------|
| Reading | 49% ARE | 65% ARE | -16% |
| Writing | 47% ARE | 58% ARE | -11% |
| Maths | 64% ARE | 69% ARE | -5% |
| RWM | 39% ARE | 61% ARE | -22% |

Year 2 2023/2024 cohort

| Measure | PP | Non PP | Difference |
|---------|---------|---------|------------|
| Reading | 34% ARE | 63% ARE | -29% |
| Writing | 42% ARE | 53% ARE | -11% |
| Maths | 76% ARE | 49% ARE | -27% |
| RWM | 27% ARE | 56% ARE | -29% |

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.

As a result of last year's data, the teaching and learning leader has identified how the school's assessment system can be used more effectively to track progress, whilst also identifying children who need

further support, more effectively. Staff have been trained to use the LaceyField point in time assessment model so interventions can be implemented more effectively.

Reading Review

Reading is embedded throughout all areas of the LaceyField curriculum; however, data collections over the academic year show reading to continue to be an area of improvement across the academy. Leaders have invested in upskilling all staff through quality first staff and phase meetings, with the school achieving the reading pledge silver award. LaceyField are aspiring to achieve the gold award in the next academic year. Last year's phonics results were a cause for celebration, as 73% of the Year 1 cohort passed their phonics screening check. This was a result of effective planning, training and implementation from the phonics leader and English leaders. Additionally, 65% of non PP cohort achieved age related expectations with 49% of the PP cohort achieving age related expectations.

Maths Review

Data collections over the academic year showed Maths to continue to be the strongest subject across the academy. Maths continues to be a practical, engaging lesson across all ages, with concrete equipment at the heart of all classes. Children's improved understanding of metacognition and self assessment has created a reflective, self improving culture for both staff and children. Leaders have engaged with training from mastery trained staff, whilst also accessing external training through the NCETM maths hub and RWIG research group. The smallest difference between PP and Non PP attainment can be seen within maths, with just a 5% difference over the whole of KS1, with an average of 67%.

Writing Review

Writing continues to be an area of improvement at LaceyField, with 51% of last year's KS1's cohort achieving age related expectations. English leaders have identified boys writing to be an area of improvement, with 45% of last year's year 2 cohort achieving age related expectations, compared to girls, with 72% achieving age related expectations. English leaders are working closely with leaders from across the trust to further improve the moderation process, use of assessment and immersive learning opportunities to improve both the outcomes and rates of progress across for writing at LaceyField.