



Pupil Premium strategy statement 2025-2026 Action Plan & Review

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Laceyfields Academy
Number of pupils in school	67
Proportion (%) of pupil premium eligible pupils	37.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	14 th October 2025
Date on which it will be reviewed	October 2025
Date statement approved by LGB	To be confirmed
Pupil premium lead	Miss S Rogers
Governor lead	Mr J Saddington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,948
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	£32,948



Part A: Pupil premium strategy plan

Statement of intent

In line with our Trust vision we believe that every child has the right to an education that gives them the best opportunity to succeed and prosper. We know that this takes great people, hard work and attention to detail. This is a considerable responsibility and we take it very seriously. Everyone within our trust is fully committed to learning. Our ethos is to be innovative in order to improve, to develop resilience in order to face challenges, and to strive for excellence in everything we do.

Laceyfields' pupil premium strategy is based on the following objectives:

- *To narrow the attainment gap between disadvantaged and non-disadvantaged pupils within school.*
- *Learners are equipped with the knowledge, skills and understanding to be ready for the next key stages.*

This pupil premium strategy is planned in alignment with the tiered approach to school planning, focusing on a smaller number of strategies with the potential to make a real and meaningful difference for our pupils.

We have maintained a strong focus on the quality of teaching, as we know this has the greatest influence on student outcomes, whilst also ensuring targeted interventions and wider strategies for behaviour and wellbeing are in place.

Raising the quality of teaching across school is included in our Academy Improvement Plan as a priority. Significant time has been invested in building teacher's confidence and expertise in strategies that will support and challenge all of our pupils.

Embedding personalised CPD, devoting regular staff meeting time and using teaching strategies as targets in performance management reviews is ensuring that teachers are given both the support and challenge to improve their practice.

We recognise that high attendance of all pupils, particularly those who are disadvantaged, is crucial to their success, which is why we invest time into building quality relationships with parents to understand the barriers and support/signpost where needed.



Challenges

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

Challenge number	Detail of challenge
1	The emotional wellbeing and behaviour of some children impacts upon their capacity to access the curriculum
2	The oral language skills of children are low on entry and this impacts on their ability to develop literacy skills to age related expectations
3	The fine motor skills required to write effectively are less developed which hinders enjoyment and ability in writing activities
4	Low aspirations within the community where education is not always valued by some groups
5	Limited life experiences means that some children struggle to access texts and relate to the wider curriculum
6	Strong attendance is not valued by all of our community.

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
Children have access to high quality provision with rigorous assessment used to target individuals for interventions	PP children attaining in line with national benchmarks. Progress is good. Staff ratios are positive. Staff are well trained in strategies to support and promote accelerated progress.
Pupils can recognise their own thoughts and emotions in order to understand and regulate them	Children are able to express how they are feeling and why. Children are able to play and collaborate effectively with others and understand the impact their words and actions have on others.
Pupils will be able to communicate effectively	Speak in full sentences. Children will use their words rather than being physical. Where needed, children are able to use gestures/visuals to communicate.

Pupils will have increased their dexterity and fine motor manipulation in order to write more clearly and fluently	Higher quality presentation Pencil grips improved and orientation of letters Pupils reduce cognitive load by being fluent writers Writing in full sentences
Pupils have a wider and deeper knowledge and understanding of their own community and the wider world. They have high expectations of themselves and others.	Pupils engage well with the school curriculum Pupils ask questions and are proud of their learning Pupils make connections where enrichment activities enhance their learning
Parents fully engage with their children's learning and understand what part they play in their children succeeding academically	Full attendance at progress meetings by parents Parents attend end of half termly showcase sessions. Engagement in parent workshops/surveys etc
Pupils have strong attendance and are punctual	Attendance improves and persistent absenteeism is reduced.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,429

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils in early years have more opportunities to develop language and social skills due to increased interactions of additional adult in early years unit.	Directed teaching time groups are smaller enabling teacher to focus on more vulnerable children. Reducing class size EEF (educationendowmentfoundation.org.uk)	1 2 3

Employ Early Years care assistant and Early Years teaching assistant apprentice. Use of Welcomm assessments to identify where children are working at and what their next steps are with regards to speech and language development.		
Focus on below ARE PP pupils making accelerated progress in order to catch up and achieve ARE through focussed 1:1/small group interventions run by the class teacher Additional teaching assistant time specifically for interventions.	Proven Trust strategy employed which has led to below national gaps in the past. EEF Toolkit evidence shows that learning feedback is very high impact. One to one tuition EEF (educationendowmentfoundation.org.uk)	1 2 3

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

Budgeted cost: £6,498

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for Year 2 readers – additional one to one reading through Literacy Volunteer and intervention.	One to one tuition EEF (educationendowmentfoundation.org.uk)	2
No pupils falling behind in phonics in KS1 through additional trained TA led phonic sessions in Reception, Year 1 and Year 2 'keep up and catch up.' Ensure that vulnerable children make accelerated progress to ensure they achieve ARE in reading.	EEF toolkit shows phonics teaching has high impact Phonics EEF (educationendowmentfoundation.org.uk) EEF toolkit shows one to one tuition has high impact	2

	One to one tuition EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,021

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free uniform sweatshirt or cardigan for all children.	Uniform gives children a greater sense of belonging and contributes to positive behaviour for learning.	1 4
Play therapy sessions for additional support with emotional well being.	One to one tuition EEF (educationendowmentfoundation.org.uk)	1
Subsidising of enriching experiences delivered through school visits.	Children have engaged in wider curriculum enrichment activities in order to extend experiences and impact positively on learning.	2 5
Attendance officer/ family support	Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	6

Total budgeted cost: £32,948



Part B: Review of outcomes in the previous academic year 2024-25

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

There are a range of ways we have assessed the impact of strategies undertaken in the 2024 to 2025 academic including: end of term standardised testing, teacher summative assessments, pupil voice and outcomes in books.

The data below shows the impact our strategies had on disadvantaged pupil attainment during an academic year. The first data point is the cohort as a whole and the blue box shows the outcomes for disadvantaged.

Reading	Writing	Maths	Combined
87% 13/15	80% 12/15	80% 12/15	80% 12/15
67% 4/5	67% 4/5	67% 4/5	67% 4/5

The % of Pupil Premium learners working at age related expectations increased through Year 2. Although this was quite a small cohort with changes in pupils through the year. The approaches being used to support Pupil Premium learners is having a positive impact on the progress and outcomes for this group.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	



Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
N/A	