

Pupil premium strategy statement

This statement details our school's use of pupil premium FOR THE ACADEMIC YEAR 2024-2025 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 | Lotus Academy School |
| Number of pupils in school | 94 |
| Proportion (%) of pupil premium eligible pupils | 80% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Headteacher |
| Pupil Premium Lead | Carmel Lynch |
| Governor | June Williams |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £66,250 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

Part A: Pupil premium strategy plan

Statement of intent

At Lotus Academy, all members of staff and governors know and accept their responsibility for the education and well being of all pupils. They recognise that a number of pupils, including some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention.

Consequently, we are committed to meeting our pupils' vast and complex needs by providing a enabling and nurturing environment, underpinned by high expectations and full access to a quality curriculum and good teaching. As with every child in our care, a child who is in receipt of the pupil premium is equally valued, respected and entitled to develop to their full potential.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning and preparation for adulthood through our curriculum. We work closely with our families to actively encourage and support good attendance in school.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready to learn.

At Lotus Academy we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. The majority of the pupils in our school have a primary or secondary area of need on their EHCP (Education Health and Care Plan) in Social, Emotional and Mental Health. These needs can present themselves in very different ways so the approach for each child needs to be individualised. We have a range of professionals that come into school to work with our pupils to bring about change and strategies that support them to cope with demands of school and life outside of school. The professionals that currently work in school are Unravel (children's and behavioural psychologists), a music therapist, Speech and language therapist, a dyslexia specialist teacher and an educational psychologist, Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes three highly experienced pastoral and engagement leads who work in each phase of school to support our pupils and their families. This focus on supporting the mental health of the students, has benefits in ensuring their readiness for learning. There has been measurable success in the engagement with lessons and their ability to self-regulate when required.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

All of our pupils have an EHCP and have Social, emotional and mental health needs as a primary or secondary area of need so all of our children who are in receipt of pupil premium have an EHCP. In all cases we strive to ensure all our pupils make good progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through staff deployment of work with pupils on a one to one or as part of a small group. We have accessed this using our current staff in school.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Attendance: Pupils in receipt of Pupil Premium have lower attendance rates and higher rates of persistent absenteeism compared to their peers. |
| 2 | Academic Progress: A significant number of Pupil Premium pupils do not make the same rates of progress as other pupils. Some pupils have complex Special Educational Needs, making it challenging for them to access the curriculum. |
| 3 | Behavior, Wellbeing and Engagement: Emotional and social challenges impact pupils' ability to engage with lessons and progress. |
| 4 | Speech and Language: An increasing number of Pupil Premium pupils require targeted support for speech and language development. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|--|--|
| <p>Attendance To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.</p> | <p>To close the increasing gap between whole school attendance and pupils in receipt of pupil premium funding.</p> <p>Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees</p> |
| <p>Academic Progress To continue to ensure the outcomes, particularly in Reading, Writing and Maths for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through high quality teaching is effectively in place, alongside targeted interventions.</p> <p>To ensure all pupils in receipt of pupil premium, including those with SEND, make the same rates of progress as other pupils, given their starting points.</p> | <p>Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.</p> <p>All teachers demonstrate effective use of adaptive teaching strategies to meet the needs of Pupil Premium pupils, as evidenced through lesson observations and pupil progress data.</p> |
| <p>Behaviour, Wellbeing and Engagement To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.</p> | <p>Children’s well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.</p> <p>Well-being interventions are in place for identified pupils, with measurable improvements in engagement and behaviour.</p> <p>Pupil voice and parent feedback indicate increased confidence and positive attitudes towards learning.</p> |

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| | <p>Reduction in behaviour incidents and increased participation in class learning activities.</p> |
| <p>Speech and Language To ensure pupils in receipt of Pupil Premium with identified speech, language, and communication needs receive targeted support to develop their communication skills, enabling them to fully access the curriculum.</p> | <p>Progress in speech and language development is demonstrated through EHCP outcomes.</p> <p>Improvements in pupils' ability to express themselves and engage with learning, evidenced through classroom observations and pupil voice feedback.</p> |

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: £2000

| Activity | Actions and Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---------------------------------|
| <p>Develop Early Reading curriculum</p> <p>Strengthen Reading and writing curriculum and teaching pedagogy</p> <p>Reading will continue to be a key priority for 2024-2025 to embed the work from the School Improvement plan .</p> | <ul style="list-style-type: none"> • Read Write Inc programme reviewed and reinvigorated across all Key Stages for pupils requiring additional support, • SSP will ensure that phonics teaching is consistent and effective. <i>[Cost: Introduction of new phonics scheme, funded through Pupil Premium]</i> • Whole Class Guided Reading approach embedded across all classes to improve comprehension and vocabulary development, particularly for disadvantaged pupils. • Targeted CPD for all staff on high-quality reading instruction, including phonics, fluency, and comprehension strategies, ensuring adaptive teaching approaches meet the needs of all learners. <i>[Cost: CPD sessions, including Learn Sheffield training, funded through Pupil Premium]</i> • Curriculum development training to ensure an inclusive and accessible reading curriculum for all pupils, with a focus on disadvantaged and SEND learners. <i>[Cost: Learn Sheffield consultancy, allocated to Pupil Premium funding]</i> • Additional interventions for struggling readers, using evidence-based strategies to accelerate progress and close attainment gaps. <p>Supporting Evidence:</p> <ul style="list-style-type: none"> • <i>Education Endowment Foundation (EEF) – Improving Literacy in Key Stage 2: Recommendations 2 & 3</i> • <i>EEF – Special Educational Needs in Mainstream Schools</i> • <i>EEF – The Impact of High-Quality Teaching on Disadvantaged Pupils</i> • <i>DfE Research: Effective Phonics Instruction</i> | <p>2</p> <p>4</p> |

| | | |
|--|--|----------|
| <p>Continue to review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of maths for SEND pupils (Led by SLT)</p> | <ul style="list-style-type: none"> • Ongoing evaluation of current maths provision, ensuring it meets the needs of SEND pupils and aligns with evidence-based strategies. • All pupils have access to high-quality teaching, with adaptive approaches that support SEND learners in maths. • Teaching with targeted small group and one-to-one interventions, focusing on key mathematical concepts and fluency. • Professional development for staff on effective maths teaching strategies for SEND pupils, ensuring they can confidently differentiate instruction and provide scaffolded support. • <i>Cost: CPD sessions funded through Pupil Premium</i> <p>Supporting Evidence:</p> <ul style="list-style-type: none"> • <i>Education Endowment Foundation (EEF) – Special Educational Needs in Mainstream Schools (March 2020)</i> • <i>EEF – The Impact of High-Quality Teaching on Disadvantaged and SEND Pupils</i> • <i>EEF Recommendation: Complementing quality teaching with targeted interventions</i> • <i>Special Educational Needs in Mainstream Schools</i> | <p>4</p> |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £0 to School as Commissioned through the Local Authority

| Activity | Actions and Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Targeted SALT (Speech and Language Therapy) interventions, delivered in small groups or one-to-one sessions by trained staff, focusing on vocabulary development, expressive and receptive language skills, and social communication.</p> | <ul style="list-style-type: none"> • Students receiving targeted SALT interventions show measurable improvement in assessments. • Targeted staff CPD to develop subject and pedagogical knowledge <p>Supporting Evidence:</p> <ul style="list-style-type: none"> • Education Endowment Foundation (EEF) – The impact of oral language interventions on disadvantaged pupils • EEF Recommendation: Targeted support for language development improves literacy and access to the curriculum • EEF Early Language Intervention Research – Importance of early identification and intervention • Improving Literacy in Key Stage 1 • Special Educational Needs in Mainstream Schools | <p>4</p> |

Targeted support for Social, Emotional and Mental Health strategies (for example related to safety, behaviour, wellbeing)

Budgeted cost: £124907.49

| Activity | Actions and Evidence that supports this approach | Challenge number(s) addressed |
|--|--|---------------------------------|
| <p>Rigorously identify the emotional and well-being needs of Pupil Premium pupils</p> <p>Address well being needs through well chosen and researched emotional literacy programs, mentoring, and counselling, alongside staff CPD to support mental health.</p> <p>Strengthen parental engagement and external support networks utilized to ensure pupils' emotional and social needs are met, enabling them to access high-quality teaching and interventions.</p> | <ul style="list-style-type: none"> • Assessment not Assumption; Marc Rowland • Well-being interventions in place for all identified pupils, with measurable improvements in engagement and behaviour. • Positive pupil and parent engagement and feedback, supporting confidence and readiness to learn. <p>Supporting Evidence:</p> <ul style="list-style-type: none"> • <i>EEF guidance report on "Improving Social and Emotional Learning in Primary Schools"</i> • <i>EEF Parental Engagement findings</i> • <i>EEF strategy "Social and Emotional Learning (SEL)."</i> | <p>1</p> <p>3</p> |

Total budgeted cost: £126907.49

Part B: Review of outcomes in the previous academic year

In previous years, Pupil Premium funding was allocated as part of a federation with Holgate and Heritage schools, which limited the ability to review its impact on our individual school due to the collective nature of the provision. However, following our academisation and partnership with Nexus, the school has transitioned into Lotus Academy. This transition has provided an opportunity to establish a tailored Pupil Premium strategy that specifically addresses the unique needs and goals of our school community.

Our new Pupil Premium strategy, which will guide funding decisions and interventions over the next three years, is designed with a clear focus on closing the attainment gap for disadvantaged students. It aims to ensure that all pupils, regardless of their background, receive the support and resources they need to thrive academically, socially, and emotionally. By identifying specific barriers to learning and adopting evidence-based interventions, we are committed to improving outcomes for our disadvantaged pupils and ensuring they have the same opportunities as their peers.

This strategy will be regularly reviewed and updated to ensure it remains responsive to the changing needs of our students, with a strong emphasis on measuring impact and adapting as necessary. We will continue to involve staff, parents, and governors in the process to ensure that the Pupil Premium funding is used effectively and efficiently for the benefit of our students.