

Lakeside Primary Academy Pupil Premium Strategy Statement

1. SUMMARY INFORMATION			
School	Lakeside Primary Academy	Total PP Budget	51,480.00
Academic Year	2018 - 2019	Number of Pupils Eligible for PP	34 children 13%
Total Number of Pupils	281	Date of internal PP Review	12.10.18

Whole school 2017 - 2018 Overview

Reading, Writing & Maths - Year 6 Cohort of 43 - 7 children PP

Reading, Writing & Maths - Year 6 Cohort of 43 - 7 children PP					
	School	School PP	School Gap	National PP	National Gap
Reading	67%	28.6%	46.4%	64.2%	15.9%
Writing	81%	42.9%	46%	67.5%	15.5%
Maths	81%	57.1%	29%	63.8%	16.9%
RWM	61%	14.3%	55.1%	50.7%	19.6%

Reading, Writing & Maths - Year 2 Cohort of 41 - 8 children PP					
	School	School PP	School Gap	National PP	National Gap
Reading	68%	25%	53.8%	62.5%	16%
Writing	61%	37.5%	29.2%	55.4%	18.4%
Maths	71%	37.5%	41.3%	62.8%	16.8%

Good Level of Development - Reception					
Cohort of 35 - 1 child PP					
	School	School PP	School Gap	National PP	National Gap
GLD	73%	0%	-74.3%	57.2%	16.9%

2. CURRENT ATTAINMENT - PUPIL PREMIUM								
KS1 Y2 (6 children)	Expected Standard				High Standard			
	% Estimated	% Actual	Difference	Gap (<i>expressed as pupils</i>)	% Estimated	% Actual	Difference	Gap (<i>expressed as pupils</i>)
Reading	50%				33%			
Writing	50%				33%			
Maths	50%				33%			
RWM Combined	50%				33%			

KS2 Y6 (6 children)	Expected Standard				High Standard			
	% Estimated	% Actual	Difference	Gap (<i>expressed as pupils</i>)	% Estimated	% Actual	Difference	Gap (<i>expressed as pupils</i>)
Reading	67%				33%			
Writing	67%				33%			
Maths	67%				33%			
RWM Combined	67%				33%			

** will be updated July 2019

3. BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for PP)

In-school barriers

- | | |
|-----------|---|
| A. | Attainment - There is a significant gap between PP and non-PP children at the end of KS1 and KS2. |
| B. | Social, Emotional and Wellbeing Needs - A large majority of Pupil Premium children have additional needs that impact on their progress. |
| C. | Behaviours for learning - A number of Pupil Premium children have poor learning behaviours and struggle to positively engage. |
| D. | Communication Needs - Low levels on entry of Pupil Premium children, particularly in emotional literacy, communication and language and literacy. |

External Barriers

- | | |
|-----------|---|
| E. | Supporting Vulnerable Families - A number of families struggle financially and struggle to access quality experiences which impact on their learning. |
| F. | Attendance rates - ...% of Pupil Premium children are classed as persistent absentees. |
| G. | Parental support - The schools serves a broad and varied community with varying levels of engagement. |

4. OUTCOMES

	Desired outcomes and how they will be measured	Success Criteria
A.	The gap in progress and achievement will be narrowed between PP and Non PP	<ul style="list-style-type: none"> ➤ Regular monitoring of assessment data will show gaps narrowing or highlight areas for further work ➤ Termly pupil progress meetings between SLT, teaching staff and SENDCo will show gaps narrowing or highlight areas for further work ➤ Intervention programme will contribute to narrowing gaps for all groups. ➤ It will be evaluated and amended in line with children's needs.
B.	Self-esteem and resilience will increase.	<ul style="list-style-type: none"> ➤ ELSA work will be conducted which will show an improvement in self-esteem and resilience or further help will be obtained by CAMHS.

		<ul style="list-style-type: none"> ➤ SDQ analysis will ensure progress can be measured. ➤ With the increase in self-esteem and resilience, progress and attainment will also increase. ➤ Well-being CYC worker to train ELSA and teaching staff so they can deliver a universal offer to support the teaching of self-esteem and resilience. ➤ The CYC wellbeing service to work with reception to develop a universal offer to support childrens self regulation for behaviours for learning
C.	All children will be engaged and motivated in their learning.	<ul style="list-style-type: none"> ➤ Children will demonstrate that they are 'Ready to Learn' ➤ PP children will achieve WOW
D.	Pupil Premium children will start Reception with increased emotional literacy, communication and language and Literacy skills.	<ul style="list-style-type: none"> ➤ Half termly meetings with pre-school settings through partnership to ensure good transitions for PP children. ➤ Links with the 2 is too late partnership at haxby road school ➤ Effective relationships with families and pre-schools to ensure support and professionals are involved as and when necessary. ➤ Provide opportunities for families to see how C&L skills are modelled and give a better understanding of their importance.
E.	Children will be able to experience trips, clubs and school activities without any financial barriers to participation	<ul style="list-style-type: none"> ➤ Children will attend school trips, including residential such as in Year 6 and Year 4. ➤ Children will participate in extra-curricular activities such as music and sports clubs. A percentage of places will be secured for PP children ➤ Children will be fully equipped for PE, swimming lessons and enrichment days.
F.	Attendance for PP children will improve.	<ul style="list-style-type: none"> ➤ The Local Authority Attendance Programme will be embedded. ➤ Attendance figures will show a reduction in poor attendance. ➤ Family support will reduce as attendance barriers are overcome and attendance improves.
G.	Parental support and engagement will increase.	<ul style="list-style-type: none"> ➤ ALL parents will have access to information about events/ information sharing/ curriculum evenings. ➤ Pastoral team will be aware of all PP families and use meet and greet to build relationships. ➤ Use a variety of mediums to pass this on including twitter/ facebook/ dojo/ texts and newsletters. ➤ Offer informal sessions so parents feel more comfortable about attending.

5. PLANNED EXPENDITURE 2018/19						
i	<u>Quality of teaching for all</u>					
	Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date
A.	The gap in progress and achievement will be narrowed between PP and Non PP	Regular analysis of assessment data for PP children compared to their peers	Analysing the data will enable monitoring of progress towards narrowing gaps	SENDCo and Assessment lead will meet following each data capture in week 10	HHS, LB, KP	End cycle 1, 2 and 3
		Training to understand the new assessment process.	Staff need to be familiar with how the new assessment process operates and interpret the results it generates	Assessment lead will attend Ebor training and feedback.	HHS, LB, KP	July 2019
		Pupil progress meetings involving class teachers, SENDCo and SLT will highlight new concerns and flag up where gaps are not narrowing	Discussing children at an individual level will enable their needs to be identified and accounted for	Pupil progress meetings will be held each cycle and recorded with next steps. Any actions arising will be evaluated in the following cycle's meeting	HHS, LB, KP	End cycle 1, 2 and 3
		To embed a sense of responsibility for PP children across the school through staff training on the wider issues that can affect PP children	Staff need to understand the various barriers that can exist for some PP children	High quality training from our own staff, wellbeing team LASP and well being worker.	HHS, LB, KP, KD	July 2109
		Staff to embed learning from Writing project / Reading for Real project / Maths TRG's	Staff to understand the need for high quality teaching and resources	Regular updates and practice shared through team planning	All staff	End cycle 1, 2 and 3

B.	All children will be engaged and motivated in their learning.	Whole school focus on behaviours for learning.	Staff and children to understand the need for high expectations.	Regular updates and practice shared through curriculum meetings.	All staff	Ongoing End cycle 1, 2 and 3
		All to understand and follow the behaviour policy.	Staff and children to understand acceptable and unacceptable behaviour and consequences of the behaviour.	Regular focused walks	All staff	Ongoing End cycle 1, 2 and 3
		Restorative practice alongside a new behaviour system.	Allows children to talk through issues and understanding their own strategies for dealing with conflict as well as having an empathy for how others are feeling.	Regular focused walks	All staff	Ongoing End cycle 1, 2 and 3
C.	Attendance for PP children will improve.	<p>Pastoral lead to provide data analysis to SLT</p> <p>Pastoral lead to provide dedicated time every morning to track all children not in school with a priority on PPG and CLA.</p> <p>Update weekly attendance display in the hall showing classes that have improved</p> <p>Pastoral lead to daily track all PPG and CLA children including meet and greet at the front of school and class check in. :Letters sent to all children with attendance below 95%</p>	2017-2018 Persistent absentees (absent for 10% or more sessions) was 8.75% for PPG.	<p>Weekly attendance meetings with KR to analyse weekly attendance.</p> <p>Weekly attendance strategies reviewed and adapted.</p> <p>Week 9 of each cycle-attendance for groups of children analysed. Results to feed into SDP and attendance priorities.</p> <p>Meeting with KR and KD</p>	<p>KR</p> <p>KD</p> <p>HHS</p> <p>KR, KD</p>	<p>Each cycle during week 9 and week 13.</p> <p>Attendance of PPG will be analysed in line with their class data.</p>

		<p>Attendance project embedded across school</p> <p>Termly Golden Time for classes that reach the top of the attendance tree</p> <p>Mark Smith from the LA working with PP pupils who are Persistent absentees.</p>		Meeting with KR and KD	<p>KR, KD</p> <p>KR, HHS</p> <p>HHS</p>	
D.	Parental support and engagement will increase.	Increased information shared focussing on expectations and key learning.	With increased awareness and engagement of expectations and key learning outcomes will improve.	OFSTED Parent View to be completed	HHS	July 2019
ii	<u>Targeted Support</u>					
	Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date
A.	The gap in progress and achievement will be narrowed between PP and Non PP	Intervention programme	Children will receive additional and different support in small evidence based interventions which will be monitored regularly.	Review of the intervention and progress through pupil progress meetings.	LB	End cycle 1, 2 and 3
		Booster and revision sessions for Year 6 in reading and maths	Children in Year 6 will receive additional support from the class teacher in comprehension skills and problem solving and reasoning.	Reviewed through pupil progress and data reviews of class.	HHS, LB, AC, DW.	End cycle 1, 2 and 3
		Targeted inference programme	To develop their inference and deduction skills.	Review pupil progress data and assessments.	HHS, LB, AC, DW.	End cycle 1, 2 and 3

		<p>Phonics Year 1 Children in Year 1 who have been assessed to identify any issues and provided with extra support or taught alternative strategies.</p> <p>Phonics Year 2 Children who did not meet the standard in Year 1 will be supported through small intervention groups to try to meet standard in Year 2.</p>	<p>Children taken out in targeted groups to do additional phonics work based on initial assessment.</p> <p>Children taken out in targeted groups to do additional phonics work based on previous assessment.</p>	<p>Pupil progress meetings, phonics assessments per cycle, ongoing assessment within class.</p> <p>Pupil progress meetings, phonics assessments per cycle, ongoing assessment within class.</p>	<p>HHS, LB, KP, SW, SS, LW.</p> <p>HHS, LB, KP, SW, SS, FT, LW.</p>	<p>End cycle 1, 2 and 3</p> <p>End cycle 1, 2 and 3</p>
B.	Self-esteem and resilience will increase.	<p>ELSA support will be provided where needed.</p> <p>We will work in partnership with the school CYC wellbeing service to support children where necessary.</p> <p>PPA cover, assembly themes and school values will teach and address self-esteem, resilience and aspirations.</p> <p>Academy specialist to help support and implement strategies to help wellbeing</p>	<p>ELSA uses recognised strategies to support children's self-esteem and resilience issues using resources provided by the CYC wellbeing team.</p> <p>The school CYC wellbeing service uses evidence based approaches to support children's mental health. It will contribute to a whole school ethos of positive self-esteem, resilience and high personal aspirations.</p> <p>To use the expertise and advice at an academy and local level to facilitate work around children's mental health.</p>	<p>Pupil progress meetings, termly meetings with EP, CYC SWS and then with LASP's and Academy Specialist.</p> <p>Termly meetings with EP, CYC SWS and then with LASP's and Academy Specialist.</p> <p>Whole school assemblies, class focused sessions, curriculum planning</p> <p>Weekly meetings with SLT and Academy Specialist.</p>	<p>HHS, LB, KD</p> <p>HHS, LB, KD</p> <p>All staff</p> <p>HHS, LB, KP, KD,</p>	<p>Mid cycle 1, 2 and 3</p> <p>Mid cycle 1, 2 and 3</p> <p>On going</p> <p>Ongoing</p> <p>End cycle 1, 2 and 3</p>

		Restorative practice alongside a new behaviour system.	Allows children to talk through issues and understanding their own strategies for dealing with conflict as well as having an empathy for how others are feeling.	Whole school assemblies, class focused sessions, curriculum planning	KR, KD, SH	End cycle 1, 2 and 3
C.	Attendance for PP children will improve.	Support will be offered by the pupil support team to families where attendance is an issue	Working with the family leads to better attendance outcomes	Attendance data will improve	KR JG	July 2109
D.	Parental support and engagement will increase.	Support will be offered by the pupil support team to families where engagement is an issue	Working with the family leads to better support and therefore better outcomes	Outcomes will improve	HHS, KR, LB, KP, KD	End cycle 1, 2 and 3
iii	<u>Other</u>					
	Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date
A.	Pupil Premium children will start Reception with increased emotional literacy, communication and language and Literacy skills.					
B.	Children will be able to experience trips, clubs and school activities without any financial barriers to participation	To fund all school trips for children in receipt of free school meals, where requested.	Finance will not be a barrier to children participating in trips - school trips can address some of the gaps in world experience	Staff and parents are aware via email/letter that trips are funded by school where the child is in receipt of free school meals, where requested	JG	July 2019
		To fund clubs/school activities, where requested	Children are able to access areas that are of interest to them and enjoy a wide	Staff and parents are aware via email/letter that this funding is available for	JG	July 2019

		To provide PE kit, swimming kit or other school equipment, where requested	curriculum without finance being a barrier Children are able to fully access the school curriculum through being properly equipped, without finance being a barrier	children in receipt of free school meals Good communication between the pupil support team and staff to ensure children's needs are met	JG	July 2019
TOTAL BUDGETED COST						£51,480.00

6. REVIEW EXPENDITURE (Previous Academic Year 2017/18) Cohort 279 - 31 children PP

i 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	Review Date
A.	Improved outcomes and progress for PP children in KS2	<ul style="list-style-type: none"> ● Baseline to establish where PPC are placed at the start of each year. ● Produce diminishing the difference data sheet to establish gaps in September. ● Conduct baselines of reading fluency/decoding and maths basic skills to establish need. ● Week 9 assess the progress of PPC and identify any gaps. ● Produce phase action plan which encompasses a section on diminishing the difference. ● Use precision teach methods and all available learning tools/resources to specifically target PP children and their development. ● At Year 6 have clear evidence base through use of assessments to add further intervention with UPS teaching staff. 	<ul style="list-style-type: none"> ● Identification and recognition of PPC in each cohort and their strengths/areas for development will lead to better outcomes for these children. ● Baselines will create an understanding of what each cohorts data will look like and any gaps likely to emerge without intervention. ● Assessment weeks will ensure standardised assessments are used and analysed which generates solid data. ● Bespoke interventions will personalise childrens learning needs and make small incremental steps towards achieving standards. 	<ul style="list-style-type: none"> ● Phase meetings and pupil premium meetings will allow school leaders and governors to track gaps in performance. ● Fluency baselines in each class enable staff to plan appropriate phonic intervention at the correct phase. ● Phase action plans detail headline data but also target teaching and learning strategies and monitor the impact at the end of each cycle. ● Precision teaching methods to be detailed on Pupil Progress meeting pro-forma and phase action plans 	DC RC	July 2018

B.	Improved behaviours for learning for PP children across school – Pupil premium children are self-motivated, demonstrate positive attitudes and have good self-esteem.	<ul style="list-style-type: none"> ● Embed REACH in everyday practice within the classroom. ● Embed the use of Zone boards to positively reward children for positive behaviour. ● Use assemblies to recognise behaviours for learning at whole school level. ● Explore different means to communicate positive behaviours for learning home to parents. Eg. Dojo stories. ● Restorative practice training for whole staff booked. 	<ul style="list-style-type: none"> ● Behaviours and attitudes towards learning across school will lead to positive outcomes for all children. ● Zone boards create a system of reward and consequence which support children's learning behaviours and impact upon outcomes. ● Modelled behaviours across school in collective forms. Eg. assemblies, circle times celebrate positive bfl and lead to better outcomes. 	<ul style="list-style-type: none"> ● Class expectations will focus on teachers having a zone board and REACH board in each classroom - part of teacher toolkit. ● Planned programme of assemblies focus on RESPECT - EFFORT - ATTITUDE - CARE - HONESTY. ● Class Stories element of Class dojos communicates with parents in a positive and consistent way. 	DC RC	July 2018
ii	<u>Targeted Support</u>					
	Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date
A.	To provide all children and in particular PP children with the most effective pastoral care.	<ul style="list-style-type: none"> ● Fund pastoral support through HLTA. Key children to receive ELSA support from ELSA key workers. Meet and greet staff situated at the front entrance to allow parents and children to make contact earlier. Key children to receive support as per their behaviour plans – eg. early exits 	<ul style="list-style-type: none"> ● ELSA uses recognised strategies to support children's self-esteem and resilience issues using resources provided by the CYC wellbeing team. ● To use the expertise and advice at an academy and local level to facilitate work around children's mental health. 	<ul style="list-style-type: none"> ● Audit the needs of our vulnerable learners and where necessary put together a programme of emotional learning support to meet need. ● Create behaviour plans if necessary for some children who need additional and extra intervention/provision. ● Re-band some of our PPC who need SEMH support and require additional and 	RC KR KeR	July 2018

				extra. • Meet and Greet staff present at the school entry points each morning as per the rota.		
B.	Increased attendance for PP children.	• Office staff to follow up absences with calls – first response. Earlier interventions for those children at risk of becoming a persistent absentee. Attendance continually rewarded through attendance awards and a public display of positive attendance	• Attendance at school leads to better outcomes for PPC	• Attendance is regularly celebrated in assemblies, on display boards and through certificates and rewards. • Parents	RC KR KeR	July 2018
iii	<u>Other</u>					
	Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date
A.	Disadvantaged children have access to out of school experiences and support.	• Subsidise after school clubs and breakfast clubs. • Subsidise or fund residential and trips for PP children.	• Children are able to fully access the school curriculum through being properly equipped and prepared without finance being a barrier.	• Staff and parents are aware via email/letter that trips are funded by school where the child is in receipt of free school meals, where requested	DC RC	July 2018
B.	Target parents of children with PP at parents evenings, meetings and in new proactive ways.	• At parents evening - produce with clarity and precision, targeted support for parents of PP children. • Use class dojo stories, homework books, reading records, email and telephone conversations to	• With increased awareness and engagement of expectations and key learning outcomes will improve. • Communication with parents of some of our vulnerable learners has	• SLT to monitor the targets which staff create for parents. • Core curriculum leads to provide staff with key expectations for year groups. • Regularly review class	DC RC	July 2018

		<p>engage with parents at a learning level and produce clear and concise objectives.</p> <ul style="list-style-type: none"> ● Target maths basic skills and reading fluency/decoding, taking into account any findings from assessments made. 	<p>been less successful.</p>	<p>dojo usage and reflect on the engagement of parents.</p> <ul style="list-style-type: none"> ● Pupil progress meetings clarify what provision is being made for the children in receipt of pupil premium. 		
TOTAL BUDGETED COST						£40,920