

Pupil premium strategy statement

School overview

Metric	Data
School name	Lakeside Primary Academy
Pupils in school	215
Proportion of disadvantaged pupils	12 % 29 Children
Pupil premium allocation this academic year	£43,220
Academic year or years covered by statement	2019-2020
Publish date	November 2019
Review date	November 2020
Statement authorised by	Helen Hayes-Smith
Pupil premium lead	Lizzie Bamford / PP Champion Kelly Reynolds
Governor lead	Carla Robbie Tuxford

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.1
Writing	+3.7
Maths	-0.7

Disadvantaged pupil performance overview for last academic year - RWM combined

Measure	Score
Meeting expected standard at KS2	29%
Achieving high standard at KS2	14%

Strategy aims for disadvantaged pupils

Measure	Activity
To raise outcomes for disadvantaged pupils, diminishing the difference between them and their non disadvantaged peers.	<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.

	<ul style="list-style-type: none"> ➤ Training for staff on whole class inclusive practice.
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. ➤ With the increase in self-esteem and resilience, progress and attainment will also increase. ➤ The WEB Team to work with reception to develop a universal offer to support children's self regulation for behaviours for learning. ➤ The WEB Team to monitor and analyse progress and amend in line with children's needs.
Pupil Premium children will start Reception with increased emotional literacy, communication and language and Literacy skills.	<ul style="list-style-type: none"> ➤ 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.
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.
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. ➤ The Web 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/ texts and newsletters. ➤ Offer informal sessions so parents feel more comfortable about attending. ➤ Whole school 'Fly on the Wall' three times a year where parents are invited in to share in their child's learning.
Families with difficulties will be supported and engagement with school will increase.	<ul style="list-style-type: none"> ➤ The Web Team will work with families who need support, signposting to other agencies if necessary.
Barriers to learning these priorities address	<ul style="list-style-type: none"> ➤ The existing gap in progress and attainment between some PP children and their non-PP peers. ➤ A large majority of Pupil Premium children have additional needs that impact on their progress ➤ A number of Pupil Premium children have poor learning behaviours and struggle to positively engage ➤ Low levels on entry of Pupil Premium children, particularly in emotional literacy, communication and language and literacy. ➤ A number of families struggle financially and struggle to access quality experiences which impact on their learning. ➤ 37% of Pupil Premium children are classed as persistent absentees.

	➤ The schools serves a broad and varied community with varying levels of engagement.
Projected spending	£43,220

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To raise outcomes for disadvantaged pupils, diminishing the difference between them and their non-disadvantaged peers.	July 2020
Progress in Writing	To raise outcomes for disadvantaged pupils, diminishing the difference between them and their non-disadvantaged peers.	July 2020
Progress in Mathematics	To raise outcomes for disadvantaged pupils, diminishing the difference between them and their non-disadvantaged peers.	July 2020
Phonics	To raise outcomes for disadvantaged pupils, diminishing the difference between them and their non-disadvantaged peers.	July 2020

Targeted academic support for current academic year

Measure	Activity
To raise outcomes for disadvantaged pupils, diminishing the difference between them and their non-disadvantaged peers.	<ul style="list-style-type: none"> ➤ A regularly evaluated intervention programme. ➤ Booster/revision sessions for years 2 and 6 in maths and English. ➤ Targeted teaching in weeks 10-12 of the cycle to ensure gaps are filled ➤ 1:1 reading and small reading groups. Fluency ➤ Basic skills maths group. ➤ Use of Lexia software. ➤ Phonics Year 1: Children in year 1 will be assessed to identify any issues and provided with extra support early or taught using alternative strategies. ➤ Phonics year 2: Children who did not meet the standard in year 1 will be supported through small intervention groups to try to meet the standard in year 2. ➤ High quality reading material to stimulate interest
Self-esteem and resilience will increase.	<ul style="list-style-type: none"> ➤ SLT and WEB team to 'mentor' individual children. ➤ 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. ➤ Staff to be trained on the Boxall profile to ensure self-esteem and resilience is taught through Quality First Wave teaching.

Children will be engaged and motivated in their learning.	<ul style="list-style-type: none"> ➤ Whole school focus on behaviours for learning. All to understand and follow the behaviour policy. ➤ Restorative practice alongside behaviour system. ➤ Children will demonstrate that they are 'Ready to Learn' ➤ PP children will achieve WOW and or a Postcard Home
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. ➤ Embed the use of 'Small Talk' as an intervention.
Barriers to learning these priorities address	<ul style="list-style-type: none"> ➤ The existing gap in progress and attainment between some PP children and their non-PP peers. ➤ Low self-esteem, resilience and aspirations for some PP children.
Projected spending	<ul style="list-style-type: none"> ➤ 26k to support assistant teachers and additional programmes and resources to support learning ➤ 3k to improve reading resources linked to themes and interests

Wider strategies for current academic year

Measure	Activity
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.
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/ parent hub/ texts and newsletters ➤ Offer informal sessions so parents feel more comfortable about attending.
Barriers to learning these priorities address	<ul style="list-style-type: none"> ➤ Missed learning opportunities through low attendance for some PP children. ➤ Lack of life experiences to support general learning and development. ➤ Parental circumstances and level of engagement with school.
Projected spending	<ul style="list-style-type: none"> ➤ 15k to support WEB development, training and resources

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Reducing existing gaps with non disadvantaged peers especially if children have co-existing difficulties.	<ul style="list-style-type: none"> ➤ Training for staff on whole class inclusive practice. ➤ All staff know, monitor and track their PPG progress. ➤ Pupil progress meetings held each cycle to identify, evaluate and plan for further intervention as required. ➤ Time for subject leaders to monitor wave 1 teaching and progress of all pp children
Targeted support	Monitoring the intervention system to ensure maximum benefit.	<ul style="list-style-type: none"> ➤ Dedicated SENDCo and assessment lead time for monitoring interventions. ➤ Intervention programmes planned and recorded on provision map. ➤ Staff CPD to ensure effective wave 1 teaching and intervention programmes. ➤ Time for subject leaders/team leaders to monitor quality of intervention programmes including delivery and impact.
Wider strategies	Engaging and maintaining the engagement of families with challenging circumstances.	<ul style="list-style-type: none"> ➤ Ensure parents regularly meet with class teachers understand how they can support their child and have the opportunity to see their child's work at regular intervals. ➤ Close, supportive relationships with the Web Team and outside agencies will be fostered.

Review: last year's aims and outcomes

Aim	Outcome																																												
The gap in progress and achievement will be narrowed between PP and Non PP	<table><tr><td rowspan="3">KS1</td><td rowspan="3">PP</td><td>Reading</td><td>75% at Expected</td><td>25% at Greater Depth</td></tr><tr><td>Writing</td><td>75% at Expected</td><td>25% at Greater Depth</td></tr><tr><td>Maths</td><td>75% at Expected</td><td>25% at Greater Depth</td></tr><tr><td rowspan="3"></td><td rowspan="3">Non PP</td><td>Reading</td><td>63% at Expected</td><td>13% at Greater Depth</td></tr><tr><td>Writing</td><td>63% at Expected</td><td>4% at Greater Depth</td></tr><tr><td>Maths</td><td>68% at Expected</td><td>21% at Greater Depth</td></tr><tr><td rowspan="3">KS2</td><td rowspan="3">PP</td><td>Reading</td><td>29% at Expected</td><td>14% at Greater Depth</td></tr><tr><td>Writing</td><td>86% at Expected</td><td>14% at Greater Depth</td></tr><tr><td>Maths</td><td>43% at Expected</td><td>29% at Greater Depth</td></tr><tr><td rowspan="3"></td><td rowspan="3">Non PP</td><td>Reading</td><td>73% at Expected</td><td>22% at Greater Depth</td></tr><tr><td>Writing</td><td>87% at Expected</td><td>30% at Greater Depth</td></tr><tr><td>Maths</td><td>81% at Expected</td><td>38% at Greater Depth</td></tr></table>	KS1	PP	Reading	75% at Expected	25% at Greater Depth	Writing	75% at Expected	25% at Greater Depth	Maths	75% at Expected	25% at Greater Depth		Non PP	Reading	63% at Expected	13% at Greater Depth	Writing	63% at Expected	4% at Greater Depth	Maths	68% at Expected	21% at Greater Depth	KS2	PP	Reading	29% at Expected	14% at Greater Depth	Writing	86% at Expected	14% at Greater Depth	Maths	43% at Expected	29% at Greater Depth		Non PP	Reading	73% at Expected	22% at Greater Depth	Writing	87% at Expected	30% at Greater Depth	Maths	81% at Expected	38% at Greater Depth
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Self-esteem and resilience will increase. All children will be engaged and motivated in their learning.	➤ All PP pupils have access to school check in systems, restorative sessions, pastoral team support in their phase and The Web Team.																																												
Pupil Premium children will start Reception with increased emotional literacy, communication and language and Literacy skills.	➤ Half termly meetings with pre-school settings through partnership to ensure good transitions for PP children. ➤ Relationships are effective with families and pre-schools to ensure support and professionals are involved as and when necessary. ➤ Increased opportunities for families to see how C&L skills are modelled and give a better understanding of their importance.																																												
Children will be able to experience trips, clubs and school activities without any financial barriers to participation	➤ On a case by case basis children are supported to remove financial barriers.																																												
Attendance for PP children will improve.	➤ Through improved and developing systems, attendance of PP pupils are in line with national expectations.																																												
Parental support and engagement will increase.	➤ Close, supportive relationships with the Parents, Web Team and outside agencies have developed. ➤ Increased participation in whole school and class specific events																																												