

Pupil Premium Strategy Statement 2020-2021

School overview

Metric	Data
School Name	Lakeside Primary Academy
Pupils in school	238
Proportion of disadvantaged pupils	16%
Pupil premium allocation this academic year	£50,173
Academic year or years covered by statement	2020-2021
Publish date	October 2020
Review date	July 2021
Statement authorised by	Helen Hayes-Smith
Pupil premium lead	Lizzie Bamford / Kelly Reynolds (Pupil Premium Champion)
Governor lead	Carla Robbie Tuxford

Evaluation of provision for disadvantaged pupils for last academic year 2019-2020

Pupil Premium Strategy Feedback

Due to no formal assessments taking place over the academic Year 19/20, we are unable to publish data around the attainment and progress scores for Lakeside Primary Academy. However we know from research that disadvantaged pupils' learning is likely to be adversely affected by school closure and Lakeside Primary Academy has worked hard to mitigate this.

During the period prior to lockdown, we were able to significantly support our PPG children through targeted pastoral support. This was continued during lockdown with the children either being invited into school or receiving pastoral support remotely through class teachers and/or our pastoral team.

During partial school closure weekly welfare calls were made, food hampers delivered, FSM vouchers and additional support provided to families in need. These included pavement visits to check welfare, where the children and families were offered additional support. All children in KS2 were provided with a chromebook during partial school closure. The large majority of disadvantaged children were given additional support through having these delivered and individuals were given phone calls to support with remote learning. Where pupils struggled with the use of technology, printed packs were distributed to them.

Since the beginning of June 2020, following government and local authority guidance, additional children in some key stages begun to return to school. The school worked very hard to ensure that these returning pupils were safe and happy in their bubbles. Our top priority has been to address their social and emotional needs and to ensure that any anxiety about returning to school is minimised. With this in place, we are now turning our attention to beginning to identify any learning gaps (June/July 2020) which have come about during the lockdown period, particularly so for disadvantaged children.

Any Data is from the end of the academic year 2018-2019 (unless otherwise stated) as the last published data available.

2. Current attainment

Year 6 2018-2019	Disadvantaged Pupils (Lakeside Primary Academy)	Non-Disadvantaged Pupils (National)
Pupil progress scores in Reading	-1.1	0.3
Pupil progress scores in Writing	+3.7	0.3
Pupil progress scores in Mathematics	-0.7	0.4
Percentage of pupils meeting the expected standard in reading, writing and maths	29%	71%
Percentage of pupils achieving a high standard in reading, writing and maths	14%	13%

Measure	Activity
Quality of Teaching, Learning and Assessment To raise outcomes for disadvantaged pupils, diminishing the difference between them and their non-disadvantaged peers, with a focus on PP achieving the higher standard, with a key focus on Phonics and Reading.	<ul style="list-style-type: none"> ➤ Regular monitoring of assessment data of PP against non-pupil will show gaps narrowing or highlight areas for further work ➤ Termly pupil progress meetings between SLT, teaching staff and SENDCo with a focus on targeted children and on PP achieving higher standard 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. ➤ Regular SEND & Inclusion training for all staff. ➤ 'Catch Up' teacher working 1:1 across school with PP for additional reading and phonics ➤ A comprehensive catch up program identifies gaps in learning due to time off school, and provides intensive tuition in small groups or individually. ➤ If remote learning is put into place due to COVID, additional support will be provided to enable access to technology and setting up home learning. This will be done through delivering chromebooks and phone class to access the platform and monitor engagement. Packs will be provided for those who struggle with technology.
Behaviours and Attitudes To develop PP children's resilience to setbacks and focus on developing their pride in completing high quality work.	<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.

Self-esteem and resilience will increase.	<ul style="list-style-type: none"> ➤ The WEB Team to work 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. ➤ Weekly CAMHS worker to work with PP children with emerging mental health.
Outcomes for Pupil Increased attainment as a result of modelled, mental health support and extra-curricular activities (linked to Experience Weeks)	<ul style="list-style-type: none"> ➤ High quality wave 1 modelling and teaching to support all children's mental health ➤ Classroom coverage of curriculum reflects the intent to increase cultural capital. ➤ To fund school activities and trips, where requested ➤ Aspiration assemblies and fairs as well as a range of visitors from the local community
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.
Behaviours and Attitudes Improve attendance for PP with a focus on PA and lates.	<ul style="list-style-type: none"> ➤ The Local Authority Attendance Programme will be embedded following the 6 week fast track process. ➤ Attendance figures will show a reduction in poor attendance. ➤ Family support will reduce as attendance barriers are overcome and attendance improves. ➤ Inclusion and well-being team to monitor attendance weekly.
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. ➤ 25% of Pupil Premium children are classed as persistent absentees, which is a reduction from 2018-2019 of 37% ➤ The schools serves a broad and varied community with varying levels of engagement.
Projected spending	£50,173

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To raise outcomes for disadvantaged pupils to ensure they are in line with non-disadvantaged children.	July 2021
Progress in Writing	To raise outcomes for disadvantaged pupils to ensure they are in line with non-disadvantaged children.	July 2021
Progress in Mathematics	To raise outcomes for disadvantaged pupils to ensure they are in line with non-disadvantaged children.	July 2021
Phonics	To raise outcomes for all PP and ensure they pass the phonic screening at the end of Y1. To ensure PP children who did not pass the phonic screening, achieve the standard in year 2.	July 2021
Other	Improve attendance of disadvantaged children and reduce lates to ensure learning opportunities are not missed and all PP children achieve their potential.	July 2021

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, with a focus on Reading and PP achieving the higher standard	<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 11-12 of the cycle to ensure gaps are filled ➤ 1:1 reading and small reading groups. Fluency ➤ Basic skills maths group. ➤ Use of Reading Eggs software. ➤ Phonics Year 1: <ul style="list-style-type: none"> - Additional support provided by a highly trained teacher and AT daily. - 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: <ul style="list-style-type: none"> - Children who did not meet the standard in year 1 will be supported through small intervention groups and additional input to try to meet the standard in year 2. ➤ High quality reading material to stimulate interest ➤ In line with SDP: <ul style="list-style-type: none"> - Weekly reading intervention - Greater thinking opportunities provided to all children daily.

	<ul style="list-style-type: none"> -Over teach sessions used to support 1:1 children or small groups with a focus on basic skills. -Assistant teacher employed to develop speech, language and communication in EYFS and KS1. -Catch Up teacher providing 1:1 tuition for phonics and reading <p>➤ Effective teacher targeting is in place to challenge previously exceeding children and accelerate progress of children with potential.</p>
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 support ELSA and teaching staff so they can deliver a universal offer to support the teaching of self-esteem and resilience. ➤ Staff to embed the use of the Boxall profile to ensure self-esteem and resilience is taught through Quality First Wave teaching. ➤ Aspiration assemblies and fairs as well as a range of visitors from the local community.
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. ➤ Communication Needs – Low levels on entry of PP children, particularly in emotional literacy, communication and language and Literacy.
Projected spending	<ul style="list-style-type: none"> ➤ 30k to support assistant teachers and additional programmes and resources to support learning ➤ 4k to improve reading resources linked to themes and interests

Wider strategies for current academic year

Measure	Activity
Increased attainment as a result of modelled, mental health	<ul style="list-style-type: none"> ➤ CAMHS wellbeing worker to work with SENCO and Wellbeing and Inclusion team to identify PP children with emerging mental health.

support and extracurricular activities	<ul style="list-style-type: none"> ➤ Using CAMHS to strategically develop whole school interventions, group interventions and early help across school. ➤ Weekly Inclusion and Wellbeing meetings to target support for PP children including extra curricular activities.
Attendance and lates improved for PP children due to strengthening engagement with the families.	<ul style="list-style-type: none"> ➤ A pastoral administrator appointed for 1 day a week to provide the Inclusion and Wellbeing team with admin support and data analysis. ➤ Inclusion and Wellbeing team provide dedicated time every morning to track all children not in school with priority on PP and LAC. ➤ Weekly attendance meetings. ➤ Termly attendance certificates. ➤ Using 6 week fast track program by York for all PPG under 90% or with persistent lates. Attendance prizes weekly and termly. ➤ Inclusion and well-being team to monitor attendance weekly.
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 asking questions.
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. ➤ Social, Emotional and Wellbeing Needs – A large majority of Pupil Premium children have additional needs including social and emotional barriers that impede on their progress.
Projected spending	<ul style="list-style-type: none"> ➤ 16k 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 other vulnerabilities.	<ul style="list-style-type: none"> ➤ Ongoing 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.

		<ul style="list-style-type: none"> ➤ Time for subject leaders to monitor wave 1 teaching and progress of all pp children ➤ If remote learning is put into place due to COVID, additional support will be provided to enable access to technology and setting up home learning.
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"> ➤ Close, supportive relationships with the Web Team and outside agencies will be enhanced

Review: last year's aims and outcomes

This is a review of the Aims of 2018-2019

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></table> <table><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.	<p>➤ All PP pupils have access to school check in systems, restorative sessions, pastoral team support in their phase and The Web Team.</p>																																												
Pupil Premium children will start Reception with increased emotional literacy, communication and language and Literacy skills.	<p>➤ Half termly meetings with pre-school settings through partnership to ensure good transitions for PP children.</p> <p>➤ Relationships are effective with families and pre-schools to ensure support and professionals are involved as and when necessary.</p>																																												

	<ul style="list-style-type: none"> ➤ 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	<ul style="list-style-type: none"> ➤ On a case by case basis children are supported to remove financial barriers.
Attendance for PP children will improve.	<ul style="list-style-type: none"> ➤ Through improved and developing systems, attendance of PP pupils are in line with national expectations.
Parental support and engagement will increase.	<ul style="list-style-type: none"> ➤ Close, supportive relationships with the Parents, Web Team and outside agencies have developed. ➤ Increased participation in whole school and class specific events