

## Pupil premium strategy statement 2021- 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Lakeside Primary Academy
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	16% (Y1-Y6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Helen Hayes-Smith
Pupil premium lead	Helen Hayes-Smith
Governor / Trustee lead	Carla Robbie-Tuxford

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,144
Recovery premium funding allocation this academic year	£6,235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£66,379

## Part A: Pupil premium strategy plan

### Statement of intent

*Pupil Premium is additional funding provided to the school based on the number of pupils who are currently receiving or have received Free School Meals (FSM) within the last six years, for Looked After Children and for children whose parents are in the armed forces.*

*It is additional funding given to schools in order to address the inequalities between those children eligible for free school meals and their peers. It is our duty to use the Pupil Premium funding effectively in order to raise achievement and diminish the difference between these children and their peers both at a school and at a national level.*

*At Lakeside Primary Academy, our main priority is to make sure that all children have access to high-quality teaching and to ensure there are strong systems in place to monitor teaching and learning.*

*The curriculum at Lakeside Primary Academy has been designed and developed from the National Curriculum and we have used relevant research so our children have the best pedagogical approaches based on cognitive load theory. Teachers have access to high quality CPD that is planned effectively around research and is ongoing including appropriate tasks and coaching to enable them to have the right skills and knowledge.*

*We strive for all of our children to be able to access the whole of the curriculum, especially the arts and music, and to develop all children as life-long learners, so it is imperative that we offer our most vulnerable pupils the same opportunities as everyone else. We aim to develop readers, writers and mathematicians who can articulate themselves with confidence, understand vocabulary and apply their knowledge and skills across the curriculum, as well as in everyday life and into their lives as they move onto secondary education.*

*We also recognise the challenges that some of our pupils face with regards to the low level of communication and language skills they have on entry to school so we try to ensure that we do all we can, as soon as we can, to help these pupils develop the essential knowledge and skills necessary to communicate effectively.*

*Pupil attendance is integral to enable all pupils to make progress so we have thorough attendance procedures in school. We make sure that all pupils are in school and that any absence is followed up swiftly. Any families needing additional support are given guidance and advice as well as having relevant agencies signposted to ensure that external factors have minimal impact on pupil's attendance and learning.*

*If, and when, any children experience barriers to their learning, bespoke intervention is implemented swiftly to help them overcome these barriers and this is monitored regularly by staff.*

## Challenges

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

Challenge number	Detail of challenge
1	High numbers of pupils with Speech, Language and Communication Needs and delayed language development on entry.
2	Reading: for PPG children to close the gap in comprehension skills and knowledge and to become more confident in their reading, as well as read at a faster pace.
3	Low self-esteem, resilience and aspirations for some PP pupils meaning lower engagement when in class and the possibility of falling behind
4	Access to rich cultural capital, especially music and the arts to support with wellbeing and mindfulness
5	Access to wider curriculum pursuits, such as the arts and music, as well as equal access to trips, residential visits and other costly activities
6	Missed learning opportunities through low attendance and punctuality issues, or low engagement in home learning, or limited resources.

## 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
<b>Communication, Language &amp; Literacy</b> Improved language skills and vocabulary development amongst disadvantaged pupils.	<ol style="list-style-type: none"> <li>1. Assessments and observations indicate improved oral language skills and also vocabulary used in writing.</li> <li>2. This will be evident through discussion with pupils, lesson observations and pupil engagement, book scrutiny and on-going formative assessments</li> </ol>
<b>Phonics</b> PPG pupils will be in line with non PPG for phonic outcomes	<ol style="list-style-type: none"> <li>1. PPG will achieve national average expectation for Year 1 phonics</li> </ol>
<b>Reading</b> PPG pupils will have closed the gap with reading, make better progress and achieve expected outcomes, especially for Early Readers	<ol style="list-style-type: none"> <li>1. Outcomes for PPG will be in line with non PPG consistently each year and achieve National Averages</li> <li>2. PPG will have a good or better than good understanding of texts, comprehension skills and speed of reading.</li> </ol>
<b>Reading</b> PPG pupils will have developed a life-long love for reading	<ol style="list-style-type: none"> <li>1. PPG will choose to read more, as well as choose a wider variety of authors and genres and enjoy reading for pleasure.</li> <li>2. PPG will become more confident in discussing authors and texts read.</li> </ol>

<p><b>Writing</b></p> <p>PPG pupils will have closed the gap with writing, make better progress and achieve expected outcomes.</p> <p>PPG pupils will be confident to transfer skills and knowledge when writing across the curriculum.</p>	<ol style="list-style-type: none"> <li>1. Outcomes for PPG will be in line with non PPG consistently each year and achieve National averages</li> <li>2. PPG will have knowledge and skills in writing and be able to apply these confidently across the curriculum – evidence will be seen in their books and voice.</li> </ol>
<p><b>Maths</b></p> <p>PPG pupils will close the gap in maths and make better progress and achieve expected outcomes</p>	<ol style="list-style-type: none"> <li>1. Outcomes for PPG will be in line with non PPG consistently each year and achieve National averages</li> <li>2. PPG will apply learning, key skills and knowledge to master maths and close the gap in identified areas of maths</li> </ol>
<p><b>Wellbeing</b></p> <p>To improve resilience, self esteem and aspirations.</p>	<ol style="list-style-type: none"> <li>1. PPG will have enriched life experiences that they are passionate about.</li> <li>2. PPG will maintain wellbeing and mental health, supporting their confidence across the curriculum.</li> </ol>
<p><b>Cultural Capital</b></p> <p>Pupil premium pupils have access to a curriculum rich in knowledge and vocabulary, enhanced by cultural capital development, to enable them to develop knowledge, understanding and vocabulary in line with non-pupil premium pupils nationally.</p>	<ol style="list-style-type: none"> <li>1. PPG will have access to extra-curricular activities and curriculum enhancements, including school trips and residential visits to enhance their understanding of the world and further develop cultural capital.</li> <li>2. PPG will have access to effective pedagogic practice that supports the development of knowledge being retained in the long-term memory.</li> <li>3. PPG are exposed to the explicit high-quality teaching of vocabulary to enable development of vocabulary so they develop subject specific tier two and three language.</li> <li>4. PPG access a carefully planned curriculum to develop their knowledge effectively and enable them to reach cumulative end points in all subjects across the curriculum.</li> </ol>
<p><b>Wellbeing and Cultural Capital</b></p> <p>PPG pupils will develop their skills as musicians and artists, as well as having the opportunity to partake in learning an instrument, enjoying and understanding the arts further, so that they become life-long learners.</p> <p>Music and Arts have a positive effect on wellbeing and mindfulness.</p>	<ol style="list-style-type: none"> <li>1. More PPG pupils will be interested in playing an instrument</li> <li>2. Knowledge and skills for music will be embedded</li> <li>3. Develop cognitive development</li> <li>4. PPG will have enriched life experiences that they are passionate about</li> <li>5. PPG pupils take their love of the arts into their lives</li> <li>6. Maintain wellbeing and mental health, supporting their confidence across the curriculum.</li> </ol>
<p><b>Attendance</b></p> <p>PPG will reach 96% and above attendance</p>	<ol style="list-style-type: none"> <li>1. PPG will have 96% or above in attendance.</li> <li>2. Rates of lates will be decreased.</li> <li>3. Involvement of outside agencies for support will in turn support parents</li> </ol>

## 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: £20,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all teachers and HLTAs on curriculum implementation	Pedagogical approaches based on cognitive load theory (Rosenshine's Principles and Tom Sherrington); MARGE theory (Shimimura) EEF best practice Quality First Teaching	1, 2, 3, 4, 5
CPD for all staff on Little Wandle Letters and Sounds Revised	DfE approved programme for systematic synthetic phonics for the teaching of early reading and to support pupils who did not achieve the Phonics screening standard at the end of KS1 to catch up and address gaps	1, 2, 3
Additional training for ECTs and RQTs to develop teaching and understanding of pedagogical approaches.	Pedagogical approaches based on cognitive load theory (Rosenshine's Principles and Tom Sherrington); MARGE theory (Shimimura) EEF best practice Quality First Teaching	1, 2, 3, 4, 5
Additional time given to curriculum subject leaders to enable them to monitor and develop pedagogy of staff.	Pedagogical approaches based on cognitive load theory (Rosenshine's Principles and Tom Sherrington); MARGE theory (Shimimura) EEF best practice Quality First Teaching	1, 2, 3, 4, 5
Additional time provided for subject leaders from across the Trust to meet, develop and support progress throughout their subject.	Pedagogical approaches based on cognitive load theory (Rosenshine's Principles and Tom Sherrington); MARGE theory (Shimimura) EEF best practice Quality First Teaching	1, 2, 3, 4, 5
Additional release time for Phonics Lead to monitor implementation of Little Wandle Letters and Sounds Revised, team teach and evaluate	DfE approved programme for systematic synthetic phonics for the teaching of early reading and to support pupils who did not achieve	1, 2, 3

the impact of Little Wandle Letters and Sounds Revised	the Phonics screening standard at the end of KS1 to catch up and address gaps	
Purchasing of books for Little Wandle Letters and Sounds Revised and the wider curriculum to support effective teaching	DfE approved programme for systematic synthetic phonics for the teaching of early reading and to support pupils who did not achieve the Phonics screening standard at the end of KS1 to catch up and address gaps	1, 2, 3

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

Budgeted cost: £36,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
The <b>Nuffield Early Language Intervention (NELI)</b>	EEF – Early Language Development	1
Extension of school provision for reading and Maths intervention.	EEF - Extending School Time	2, 3
Booster group intervention after school To help prepare and support children accessing end of Key Stage tests	EEF - Extending School Time	2, 3
1:1 and small group Intervention	EEF - making best use of Teaching Assistants	1, 2, 3
Little Wandle 1:1 tuition	DfE approved programmes of learning for systematic synthetic phonics	1, 2, 3
Little Wandle Keep Up intervention sessions	DfE approved programmes of learning for systematic synthetic phonics	1, 2, 3
Maths interventions	EEF research-based document - Making best use of Teaching Assistants	3
Daily maths group to support lower attaining pupils with a key focus on timetables in year 3 and 4 (Times Table rockstars).	EEF research-based document - Making best use of Teaching Assistants	3
Pastoral Reading / Reading intervention	EEF research-based document - Making best use of Teaching Assistants	2, 3

Reading sessions with Reading Dog	EEF Blog - Social and Emotional Learning	2, 3
Targeted academic Tutor to Catch Up on missed learning through the NTP	EEF Teaching and Learning toolkit.	2, 3, 6

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,169

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily attendance monitoring and home support calls / visits by Senior Leadership and the WEB team	EEF- Parental engagement	6
Incentives for good attendance	EEF- Parental engagement	6
The WEB / Senior Leadership will lead on Level 2 (and some Level 3 if necessary) Family Early Help Assessments to support families with emerging needs as a prevention to further escalation to social care involvement.	EEF- Parental engagement	3, 6
Pastoral Care and support in school	EEF Blog - Social and Emotional Learning	3
The Wellbeing, Emotional and Behaviour Team (WEB) will work with small groups and 1-1 check to provide emotional support.	EEF Blog - Social and Emotional Learning	3
Behaviour support and intervention facilitated by SENCO	EEF - Improving behaviour in schools	1, 3
Educational visitors, visits and residential subsidies	EEF - Enrichment	3, 5
Wellbeing sessions with ELSA and designated therapy dog	EEF Blog - Social and Emotional Learning	3

**Total budgeted cost: £ 66,379**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.



- *Pupils were very well supported by the Wellbeing, Emotional and Behaviour Team (WEB) in terms of returning to school with emotional and behavioural needs that had not presented pre-lockdown. This enabled the pupils to access more learning due to the work put into supporting them.*
- *When school reopened in September after COVID restrictions led to school closure, we provided additional support for some pupils and their families through ELSA sessions, family phone calls, pavement visits, leading and supporting Level 2 and Level 3 work such as FEHAs.*
- *We supported families by attending multi-agency meetings, providing emotional support and applying for free school meals.*
- *Attendance was affected greatly last year due to the school closure for all pupils except the vulnerable and those of critical workers. This was despite the hard work of our SENDCO and strategies and procedures the school has in place.*
- *We closely monitored attendance of persistent absentees and analysed reasons for absence, specifically for the disadvantaged pupil's group, and then followed up and supported families to improve attendance, including home visits to collect children. This led to improved relationships with families.*
- *During partial school closure in January 2021 Pupil Premium pupils were encouraged to attend school.*
- *Throughout this period 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.*
- *To support remote learning all children were offered 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.*
- *Whilst remote learning was in place for all children and devices loaned to the pupils and families that needed them, particularly pupil premium pupils, the engagement of pupils with remote learning on offer was variable.*
- *Disadvantaged pupils were targeted to receive extra catch-up support in Reading, Writing and Maths following the schools Catch-Plan.*
- *1:1 and small group catch up has enabled PPG pupils to reaffirm their confidence and stamina for Phonics, Reading and Writing.*
- *NTS assessments have indicated that PPG pupils have made progress in specific areas retaught in Maths, Grammar, Spelling and Reading.*
- *Welfare of the children was closely monitored through a school recording system which detailed interaction and engagement as well as details of support provided.*
- *Boxall Profile has tracked targeted PPG pupils emotionally and offered a picture of emotional stability-ensuring that 1:1 work is aimed at mindfulness and developing self-esteem.*
- *Training for staff has enabled consistency across the school, especially with Phonic delivery and approaches to Reading and Writing. This has impacted on the outcomes for PPG children.*



## 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
Boxall Profile	Through GHLL