

Pupil premium strategy statement 2022- 2025

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	218
Proportion (%) of pupil premium eligible pupils	32 (15%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2025
Statement authorised by	Helen Hayes-Smith
Pupil premium lead	Helen Hayes-Smith
Governor / Trustee lead	Andrew Gready

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61565
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 61565

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.

Irrespective of their background or the challenges they face, we aim for the children at Lakeside Primary Academy to make excellent progress and achieve high attainment across the whole curriculum. High quality teaching is at the heart of our approach. Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. We encourage children to flourish through the development of positive learning attitudes that support academic success and will be key factors in their future lives. We aim for socially disadvantaged pupils to have the same enriched experiences at school and we recognise that not all pupils who receive free school meals and that are eligible for the Pupil Premium Grant will be socially disadvantaged.

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.

Demography and School Context

The local community has a high percentage of rented properties which means there is a certain level of mobility (in 2020-2021 it was 6% of the school population) as families move and secure properties in other areas. Stability has sat at the national level for a number of years and in 2020 was 87% compared to the national level of 81%. Within the cluster there is a surplus of places and reception aged children are able to secure their first choice. The school serves a mixed catchment area with a large traveller community. The number on roll has been fairly stable although it has reduced over the last couple of years. In September 2021 there was a year group of 44 moving to year 7 and a year group of 31 coming into Reception.

School has a pupil admission of 45 which requires mixed age classes. There are currently 9 classes of a minimum of 20 and maximum of 32. Number on roll is 218. The local community has a high percentage of rented properties which means there is a certain level of mobility (in 2020-2021 it was 6% of the school population) as families move and secure properties in other areas. Stability has sat at the national level for a number of years and in 2020 was 87% compared to the national level of 81%. Within the cluster there is a surplus of places and reception aged children are able to secure their first choice. The school serves a mixed catchment area with a large traveller community. The number on roll has been fairly stable although it has reduced over the last couple of years. In September 2021 there was a year group of 44 moving to year 7 and a year group of 31 coming into Reception.

Our school has 17% Pupil Premium and seen an uptake in free school meals in recent years. SEND is currently at 6% in years 1-6 and does not include 2 High Need children who are under assessment in Reception. The school is very proud of our response and provision for children with additional needs. We work tirelessly with outside agencies to ensure that all children have the best possible opportunities led by a very experienced SENDCo who is a member of the SLT. Our School has 10% GRT children and 16% children with English as an additional language. We have built up really good relationships with the families on the local site.

Ultimate Objective

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectations at the end of Year 6 and thus achieve GCSE's in English and Maths

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	Phonics and 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.

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>Communication, Language & Literacy Improved language skills and vocabulary development amongst disadvantaged pupils.</p>	<ol style="list-style-type: none"> 1. Assessments and observations indicate improved oral language skills and also vocabulary used in writing. 2. This will be evident through discussion with pupils, lesson observations and pupil engagement, book scrutiny and on-going formative assessments
<p>Phonics PPG pupils will be in line with non PPG for phonic outcomes</p>	<ol style="list-style-type: none"> 1. PPG will achieve national average expectation for Year 1 phonics
<p>Reading PPG pupils will have closed the gap with reading, make better progress and achieve expected outcomes, especially for Early Readers, which will develop their lifelong love for reading.</p>	<ol style="list-style-type: none"> 1. Outcomes for PPG will be in line with non PPG consistently each year and achieve National Averages 2. PPG will have a good or better than good understanding of texts, comprehension skills and speed of reading.
<p>Writing PPG pupils will have closed the gap with writing, make better progress and achieve expected outcomes. PPG pupils will be confident to transfer skills and knowledge when writing across the curriculum.</p>	<ol style="list-style-type: none"> 1. Outcomes for PPG will be in line with non PPG consistently each year and achieve National averages 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.
<p>Maths PPG pupils will close the gap in maths and make better progress and achieve expected outcomes</p>	<ol style="list-style-type: none"> 1. Outcomes for PPG will be in line with non PPG consistently each year and achieve National averages

	<ol style="list-style-type: none"> 2. PPG will apply learning, key skills and knowledge to master maths and close the gap in identified areas of maths
<p>Wellbeing PPG to access additional support and intervention in a universal and targeted way to continue to strengthen wellbeing, social skills and to maintain good progress.</p>	<ol style="list-style-type: none"> 1. Pupils are observed in lessons to show good learning habits and make good progress in lessons; they are engaged and motivated to tackle work and enjoy challenges and problem solving; 2. Strategies to support pupils who struggle are effective in helping them develop a range of social, emotional and wellbeing skills and strategies. 3. Early help is identified quickly, and a range of well managed strategies are in place to support pupils both academically and socially.
<p>Cultural Capital Pupils will have greater engagement and enrichment that stems from increased opportunities for cultural and curriculum visits and experiences.</p>	<ol style="list-style-type: none"> 1. Pupil feedback indicated enriched learning experiences. 2. Monitoring by all leaders confirms positive attitudes towards learning and development of retention.
<p>Wellbeing and Cultural Capital 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. Music and Arts have a positive effect on wellbeing and mindfulness.</p>	<ol style="list-style-type: none"> 1. More PPG pupils will be interested in playing an instrument 2. Knowledge and skills for music will be embedded 3. Develop cognitive development 4. PPG will have enriched life experiences that they are passionate about 5. PPG pupils take their love of the arts into their lives 6. Maintain wellbeing and mental health, supporting their confidence across the curriculum.
<p>Attendance Improve attendance of disadvantaged children in school and reduce persistent absenteeism</p>	<ol style="list-style-type: none"> 1. Disadvantaged children attendance is at least in line with others and with national average. 2. Measures in place show an improvement in attendance for disadvantaged pupils classified with persistent absenteeism.

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: £19,196

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
Ongoing CPD for school staff : - Phonics - Reading - Teaching and Learning strategies - EYFS development	Training and staff development are key aspects in school improvement; well trained staff are more likely to have the skills needed to identify barriers to learning and put the necessary actions into place, particularly as they know the children well. Ensuring consistency in approaches is key to this; collaboration, feedback and marking, mastery learning. EEF research suggests: -- a gain of 5 months with effective phonics teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics - A gain of +6 months when children are offered effective reading comprehension https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reading-comprehension-strategies - a gain of 5 months with effective phonics teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics	1, 2, 3
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

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

Budgeted cost: £33,200

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>The Nuffield Early Language Intervention (NELI)</p>	<p>EEF – Early Language Development</p>	<p>1</p>
<p>Reading and Phonics - Additional adults to support bespoke, structured phonics teaching in KS1, additional one to one provision and KS2 phonics intervention and support in KS2; effective KS1 reading lessons (as costed above) - Reading enrichment and enhancement - Reading resources, including online subscriptions and books</p>	<p>Children entering Reception may not be able to read or have experience of regular reading at home. Disadvantaged pupils may have less access to a range of reading resources. Evidence from the EEF research suggests: - a gain of 5 months with effective phonics teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics - Teaching assistants who target individuals and small groups show positive benefits where this supplement teaching in class (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teaching-assistant-interventions A gain of +6 months when children are offered effective reading comprehension https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reading-comprehension-strategies</p>	

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

Budgeted cost: £9,169

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>EEF- Parental engagement</p>	<p>3, 6</p>

Total budgeted cost: £ 61565

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 2021 to 2022 academic year.

Outcomes from 2021-2022 to be reviewed once school has received validated data

- *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.*
- *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 of pupils was rigorously monitored and any PPG children who had low attendance last year were targeted. The school attendance figure for 2021-22 was 94.78% which sat above the national figure of 92.3%. The school Persistent Absentee rate was 12% which was significantly below the FFT National of 23%.*
- *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.*
- *To support learning further at home years 5 and 6 were offered a chromebook.*
- *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.*
- *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
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Make a difference every day.

Boxall Profile	Through GHLL