

## 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 ( <b>3 year plans are recommended</b> )	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
<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	£ 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

School previously had a pupil admission of 45 which requires mixed age classes. From September 2024 the Pupil Admission Number will be 30. There are currently 7 classes of a minimum of 29 and maximum of 35. Number on roll is 218. The local community has a high percentage of rented properties which means there is a certain level of mobility (currently 94% of the school population joined in Reception) as families move and secure properties in other areas. 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.

Our school has 17% Pupil Premium and seen an uptake in free school meals in recent years. SEND is currently at 11% in years reception-6 with 3 more children about to go through assessment for EHCP's. 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 8% GRT children (although we are aware of families from the community not declaring the fact), 17% identifying as Minority Ethnic Background and 14% children with English as an additional language. We have built up really good relationships with the families on the local site.

Over the last 5 years the school has worked hard to support children's mental health and well being. Children are encouraged daily to express their feelings through morning checkins. Extensive work has taken place to develop the Lakeside virtues of Respect, Self Belief and Resilience ensuring that children and staff have strategies to manage challenges and make positive progress. The school has developed the ELSA provision and has worked closely with external agencies including the School Well Being Service and the Wellbeing in Mind Team (NHS).

### 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
<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, which will develop their lifelong love for reading.	<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>Writing</b> 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.	<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>
<b>Maths</b> PPG pupils will close the gap in maths and make better progress and achieve expected outcomes	<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>
<b>Wellbeing</b> PPG to access additional support and intervention in a universal and targeted way	<ol style="list-style-type: none"> <li>1. Pupils are observed in lessons to show good learning habits and make good progress in lessons; they are engaged and motivated to</li> </ol>

to continue to strengthen wellbeing, social skills and to maintain good progress.	<p>tackle work and enjoy challenges and problem solving;</p> <ol style="list-style-type: none"> <li>2. Strategies to support pupils who struggle are effective in helping them develop a range of social, emotional and wellbeing skills and strategies.</li> <li>3. Early help is identified quickly, and a range of well managed strategies are in place to support pupils both academically and socially.</li> </ol>
<b>Cultural Capital</b> Pupils will have greater engagement and enrichment that stems from increased opportunities for cultural and curriculum visits and experiences.	<ol style="list-style-type: none"> <li>1. Pupil feedback indicated enriched learning experiences.</li> <li>2. Monitoring by all leaders confirms positive attitudes towards learning and development of retention.</li> </ol>
<b>Wellbeing and Cultural Capital</b> 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.	<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>
<b>Attendance</b> Improve attendance of disadvantaged children in school and reduce persistent absenteeism	<ol style="list-style-type: none"> <li>1. Disadvantaged children attendance is at least in line with others and with national average.</li> <li>2. Measures in place show an improvement in attendance for disadvantaged pupils classified with persistent absenteeism.</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: £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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics</a> - A gain of +6 months when children are offered effective reading comprehension <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reading-comprehension-strategies</a> - a gain of 5 months with effective phonics teaching <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics</a>	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
The Nuffield Early Language Intervention (NELI)	EEF – Early Language Development	1
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	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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics</a>	

	<p>- Teaching assistants who target individuals and small groups show positive benefits where this supplement teaching in class (+4 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teaching-assistant-interventions</a>                      A gain of +6 months when children are offered effective reading comprehension  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reading-comprehension-strategies</a></p>	
--	--	--

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

Budgeted cost: £9,169

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

**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.

Revised monitoring and assessment systems (including Insight and Pixl training, use of standardised tests and robust moderation/pupil progress meetings) have led to improved staff knowledge and precise assessment. The partial closure of schools and move to remote education during the COVID-19 pandemic has made these systems less effective and gaps in learning are evident.

#### Communication, Language & Literacy

*Improved language skills and vocabulary development amongst disadvantaged pupils.*

- Use of the NELI programme supported small groups of children. Since September 2023 the school has been working with Early Talk for YorK and delivering the ELKAN programme. This has proved to support Early Communication.

#### Phonics

*PPG pupils will be in line with non PPG for phonic outcomes*

- Year 1 Phonics Screening Check  
Out of 31 pupils 81% passed their phonics screening test. 3/31 are PPG pupils of which 33% passed.
- 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 who made good progress with 1 child disapplied due to significant SEND need.

#### 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.*

#### 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.*

#### Maths

*PPG pupils will close the gap in maths and make better progress and achieve expected outcomes*

- KS1 Data  
KS1 data cohort = 34 pupils disadvantaged 24 non disadvantaged 10 disadvantaged

	all pupils	Disadvantaged	non Disadvantaged
Reading	62%	20%	79%



Writing	53%	20%	67%
Maths	74%	40%	88%

- 1:1 and small group catch up has enabled PPG pupils to reaffirm their confidence and stamina for Phonics, Reading and Writing.
- The impact of COVID is evident within the above results. The focus moving forward for this year is to improve outcomes for PPG children.
- KS2 Data  
KS2 data cohort = 21 pupils disadvantaged 16 non disadvantaged 5 disadvantaged

	all pupils	Disadvantaged	non Disadvantaged
Reading	67%	60%	69%
Writing	52%	40%	56%
Maths	71%	60%	75%
GPS	57%	40%	63%
RWM	43%	40%	44%

## 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.*

- Use of the stepping up programme in collaboration with North Yorkshire Sports and Police.
- Wellbeing in Mind Team to deliver direct work, small group work and whole class work as well as deliver workshops to parents.
- School Wellbeing Service to support the school with small group targeted work and 1:1 direct work.
- Welfare of the children was closely monitored through a school recording system which detailed wellbeing and inclusion support and check ins.
- Wellbeing team supported families by attending multi agency meetings, providing emotional support and applying for free school meals and food bank vouchers.
- Supported families applying for disability allowance
- Specialist Mental Health leader in school who has developed a mental health framework and curriculum. Attended high quality training including the RETREAT and delivers bespoke interventions to PP children to improve their mental health.
- Mental Health Leader, DSL and DDSL attended safeguarding masterclasses and CPD with the Retreat in York

## Cultural Capital

*Pupils will have greater engagement and enrichment that stems from increased opportunities for cultural and curriculum visits and experiences.*

- Contribution to cost of residential trips
- Contribution to any experience or trips
- Opportunities and experiences in sport

### 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.

- Bursaries have been applied for for children to have instrumental lessons
- All children are encouraged and supported to attend choir

### Attendance

*Improve attendance of disadvantaged children in school and reduce persistent absenteeism*

- Attendance of pupils was rigorously monitored and any PPG children who had low attendance last year were targeted. The school attendance figure for 2022-23 was 95.24%
- 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.
- Introduced an Attendance Newsletter and an attendance raffle to give incentive for good attendance and punctuality. - Continued early meetings where there was an emerging or continued persistent absence to discuss issues with families and provide support.
- Introduced an Inclusion and Safeguarding Newsletter each half term to provide information for parents and signpost them to other resources or support. - Provided a range of interventions in school to support disadvantaged children - phonics, 1-1 reading, friendship work and basic maths skills

## 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
Little Wandle Letters and Sound	Little Wandle
Reading Plus	Reading Plus LTD
Reading Eggs	
Pixl	
Insight	