

Lakeside Nursery and primary Academy Pupil premium strategy statement

This statement details our school's use of pupil premium 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 Nursery and Primary School
Number of pupils in school	352 (396 inc. Nursery)
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/ 2022- 2023/ 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sam Armstrong
Pupil premium lead	Laura Saayman
Governor / Trustee lead	Delwynne Cuttilan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94, 575
Recovery premium funding allocation this academic year	£2465
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	£97, 040

Part A: Pupil premium strategy plan

Statement of intent

At Lakeside, we believe firmly that our vision, 'Every child will achieve their personal best and succeed at every opportunity' lies at the heart of our Pupil Premium spending. We aim that there will be no child left behind despite their personal circumstances and will endeavour to provide all children with real-life experiences which enable to the children to leave with the qualities seen inside our Lakeside Learner to set them up for life beyond Lakeside.

We believe that high quality teaching is fundamental to all children achieving well at Lakeside.

Our main objectives are to ensure that:

- High quality teaching and learning is the most important factor in ensuring each and every child achieved.
- Early identification of need is robust.
- The progress of disadvantaged pupils has a high profile in school.
- Aspirations for all are raised.

Our key strategy is to have a clear focus on raising the attainment of our disadvantaged children so that they have equal life chances in the future. The activities which we are focusing on to support this are all fully evidenced based from reliable sources such as the Education Endowment Foundation (EEF). Supporting the emotional wellbeing of the children in conjunction with high quality teaching and focused learning will be paramount in achieving this.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress made by pupil/premium/disadvantaged children, particularly in Reading and Writing.
2	Pupils have poor breadth of vocabulary.
3	Pupils and their families have social and emotional difficulties, including mental health issues.
4	Pupils have limited experiences beyond their home life and immediate community. They also have limited access to books, libraries and technology (such as iPad, WiFi etc).
5	Some pupils need to develop their independence, resilience and determination. Many children rely on adult support in class and are reluctant to 'have a go' due to fear of failure.
6	Parental engagement is inconsistent
7	Impact of school closures due to Covid 19 such as anxieties surrounding attending school, language loss, engagement in class and school non-attenders

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
Increased outcomes in early reading and phonics	<p>Pupil Premium children make rapid progress by the end of Year 1 so that they are able to pass the phonics screening test.</p> <p>The proportion of Pupil Premium pupils who are passing the phonics screening test will be in line with national.</p>
Increase in overall attainment and progress in maths, reading and writing	<p>The proportion of disadvantaged pupils reaching the expected standard in Reading and maths is in-line with the national average and is in line with their peers.</p> <p>The proportion of prior high attaining disadvantage pupils making expected progress is in-line with their peers and national.</p>
Increase in use of higher-level vocabulary in verbal and written work	<p>Pupil Premium children will consistently demonstrate this higher-level vocabulary in their work.</p> <p>Learning environments will reflect the push on academic vocabulary.</p>
Emotional wellbeing of all children is fully supported	<p>Children demonstrate increasing resilience using Thrive and ELSA support.</p> <p>Children settle quickly into school / lessons and disruptions are a rarity.</p>
Family resilience and knowledge of where to access support tools is increased	<p>Families know what services are available to them and which tools they can use.</p> <p>FSW cases are quickly actioned and resolved.</p>
Hard to reach families engage with their children's learning and wider school events	<p>Feedback from the multi-systemic family group will indicate that families feel confident to access school provision.</p> <p>Parent forums will be attended by wide representation of the community.</p>
Children are provided with a wide range of first-hand experiences and have access to resources and technology	<p>Pupil Premium children will be provided opportunities to take part in enrichment activities.</p> <p>Pupil Premium children will have access to resources and technology.</p>
Children will be independent in their learning and have more resilience to give things a go	<p>Learning will be scaffolded appropriately for all children to be able to work independently.</p>
Anxieties surrounding school attendance will be reduced and children will develop appropriate coping strategies	<p>The number of children whose attendance is impacted by EBSNA will be reduced.</p>

	The number of children who are reluctant to come into school in the morning will be reduced.
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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: £22, 040

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils and training will be provided for all staff.</p> <p>Dec 2022- ELS scheme was purchased and introduced during Summer 2022.</p>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	1, 5
Phonic workshops for parents	Evidence from the EEF shows that where parents are able to support their children in their academic learning, this can show 4 months of progress.	1,6
High quality feedback	The EEF Toolkit evidence shows that 6 months progress can be added through high- quality feedback, be it verbal or written, teacher or peer.	1, 2, 5
High quality teaching	Evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.	1, 2, 5
Maths Mastery approach	According to the EEF, a mastery approach taken to ensure that all learners master key concepts before moving onto the next one. It works best for closing the disadvantaged gap when ensuring additional support and time to	1, 2, 5

	those children who have missed learning or who are slower to master new knowledge and skills.	
Re-introduction of Talk for Writing	There are many pieces of evidence documenting the positive impact Talk for Writing has on children's progress in writing, reading and the breadth of their vocabulary.	1, 2, 5
Training for emotional literacy, e.g. EBSNA, emotion coaching, compassionate schools programme, trauma aware Dec 2022- ELSA trained during Year 2021/ 2022	According to the EEF, Emotional Literacy interventions in education are shown to improve Emotional Literacy skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	3, 5, 7

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tuition - disadvantaged children to receive tuition in R/W/M to raise attainment and close missed gaps. delivered by teachers or support staff.	Children will have clearly identified targets. The EEF toolkit states that this can add 5 months progress. That focused feedback will improve attainment.	1, 2, 5
Group and individual maths interventions, e.g. First Class at Maths, Number Box	There is a high average impact of an additional 3 months for maths related interventions is related to targeted deployment of LSAs, where they are trained to deliver an intervention to small groups or individuals.	1, 2, 5
Homework club	Homework has been shown to support learning in disadvantaged children, but they are less likely to have a quiet space, parental support, stable internet or access to a device which can lead to a wider attainment gap for these children. Homework club can help to overcome these challenges and homework completion can lead to progress measures of 5 months.	1, 4, 5
Continue Bell Foundation assessment to support EAL learners	According to the Bell Foundation research, one in twelve teachers reported language and learning loss in pupils using EAL thought they had been explicitly disadvantaged compared to	2, 7

	their English-speaking peers due to the challenges of remote learning. It is key to provide these learners with targeted language support to catch up on lost language from this time.	
Intervention in Literacy to support language development and early reading, eg. <i>Talk Boost, Wellcomm, Lexia</i>	There is a high average impact of an additional 5 months for reading based interventions related to targeted deployment of LSAs, where they are trained to deliver an intervention to small groups or individuals.	1, 2, 5

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer in place to support the children who have low attendance	Research shows that attendance is an important factor in pupil achievement. Pupils who attend school regularly have been shown to achieve at higher levels than pupils who do not have regular attendance.	1, 3, 5, 6, 7, 8
Family Support Worker	The EEF toolkit shows that Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	3, 4, 5, 6, 7
ELSA provision available for all children	Having regular ELSA input helps children to develop self-awareness, regulate their emotions and be able to cope with social and emotional challenges that may affect their learning. Children learn better in school if their emotional needs are met. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective ELSA sessions can lead to learning gains of +4 months over the course of a year.	3, 5, 7
School trips are supported in every year group	Whilst there has been no extensive research on the impact of school trips, there are many reasons to ensure all pupils have access to learning opportunities beyond school. School trips are a way of enhancing the learning process.	4
Multi-systemic family group	Following many successful years of running this programme in CAMHS and in schools, this has been proven to be effective in providing accessible help and support for children with behavioural and emotional wellbeing difficulties.	3, 5, 6, 7

Widget	There is a growing trend of using symbols in primary schools to help children who need additional support in Literacy whilst also creating a welcoming and engaging environment which promotes diversity and inclusion in the school.	1, 2, 3, 5
Thrive Approach	The Thrive approach is a dynamic, development and trauma-sensitive approach to meeting the emotional and social needs of children and young people. It is proven to improve attendance, behaviour and learning outcomes.	1, 3, 4, 5, 7

Total budgeted cost: £97,040

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.

2023 Update

At the end of Year 6, the national data between PP attainment and Non-PP attainment has shown that in writing, the PP children out performed the Non- PP children. However, in Maths, there was a significant difference between the two groups, with the PP significantly underperforming against the Non- PP group. In reading the two groups worked broadly inline with each other.

	W	R	M
PP	86%	57%	0%
Non- PP	70%	59%	56%

In the 2023- 2024 academic year, maths will be an area for us to focus on. Staff will receive planned and systematic Professional Development and research into the most effective interventions will be carried out to then invest in using the ones which will give the strongest outcomes and will allow rapid progress to be made.

Following analysis of the attendance data, we can see that the average attendance for the PP groups of children was 93.08% and that of the non PP group was 94.55%. This is broadly inline with each other. However, attendance must continue to remain as a focus to increase the average attendance percentage.

Behaviour continued to be a focus for the school. The behaviour policy was reviewed regularly to ensure it worked for the children's needs. A move to a new school site in September 2024 has been pivotal in being able to reset expectations and embed a strong culture of positive behaviour with a focus on attitudes to learning. This work will continue throughout this next year to ensure that all children have the foundations in place to be able to achieve their best.

Thrive has also begun to be embedded into every day school life since Summer 2023. This has had a significant impact on a number of children who were having challenges in school attendance or being able to access learning. Case studies of these individual children have shown how positive the Thrive support they have received has been for them and since September 2023, these children have been accessing learning more regularly. Further work needs to continue to be done to ensure that all classes use the Thrive profiling tool and class strategies.

2022 Update

We are not required to publish our external data for the year 2021- 2022. Therefore, we have used our internal data for analysis purposes and have collated the data from across the school from both PP and Non- PP groups who achieved age related expectations in each core area of learning.

In Maths, 41% of PP children achieved age-related expectation against 48% of Non-PP children.

In Reading 39% of PP children achieved age- related expectations against 51% of Non-PP children.

In writing, 34% of PP children achieved age- related expectations against 43% of Non-PP children.

We recognise that there is a gap between the two groups. Focus on the quality of teaching for all has been identified as an area for improvement and will be monitored consistently in the next academic year.

All classes have high level or Tier 3 vocabulary which is planned to be taught explicitly each term. This is shared on the Progression of Knowledge documents. Guided reading has also been utilised to introduce new vocabulary to the children using Frayer Diagrams.

Work on this area will continue in the next academic year. Every class will have a vocabulary display in the classroom and explicit teaching of these words will continue to be carefully planned for.

A full time ELSA has been trained in the strategies used for ELSA as well as EBSNA which has had some impact.

Behaviour of children across the school was identified as an area needing to be improved in the past year. The needs of some of the children with the highest needs were not being met and this was impacting the behaviour for all children. Our behaviour lead and SLT worked together to look at the behaviour policy and re-launch this. Behaviour for all children has been tracked and monitored weekly and has shown a huge improvement. In addition, a provision for children with the highest SEMH needs has been set up and links were made between Freemantles and STIPS to support. Specific staff training has been in place as well as staff supervision with STIPS staff. Specific resources have been purchased to meet the needs of these children and from January 2023, two full time SEMH trained staff will support these children and those with SEMH needs who do not meet the threshold for the provision.

Whole school training following the Thrive Approach will be starting in Spring 2023.

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
TT Rockstars	Maths Circle
Doodle Maths	EZ Education
Letter Join	Green and Tempest
Lexia	Core 5 Reading