

Pupil Premium Strategy Statement

1. Summary Information					
School	Lakeside Primary				
Academic Year	2019-20	Total PP Budget	£154, 440	Date of most recent PP review	
Total number of pupils	338	Number of eligible PP pupils	92 (27%)	Date for next external review of this strategy	March 2020

1. Attainment (Based on Outcomes at Y6 academic year 2018/19)			
<i>figures for pupils eligible for PP</i>		<i>National figures for pupils not eligible for PP</i>	
% achieving expectation in reading	54%	% achieving expectation in reading	78%
% achieving expectation in writing	42%	% achieving expectation in writing	83%
% achieving expectation in maths	54%	% achieving expectation in maths	83%
Progress measure in reading	-2.9	Progress measure in reading	
Progress measure in writing	-6.0	Progress measure in writing	
Progress measure in maths	-3.0	Progress measure in maths	
Attainment (Based on Outcomes at Y2)			
<i>figures for pupils eligible for PP</i>		<i>National figures for pupils not eligible for PP</i>	
% achieving expectation in reading	54%	% achieving expectation in reading	78%
% achieving expectation in writing	50%	% achieving expectation in writing	73%
% achieving expectation in maths	46%	% achieving expectation in maths	79%

2. Barriers to future attainment for pupils eligible for PP (including more confident learners)	
In-school barriers	
A.	Some pupils may not working at an age related level and have conceptual gaps or misconceptions.
B.	Limited speech and language and/or vocabulary skills
C.	In some cases, learning skills may need developing, e.g. organisation, commitment, resilience.
External Barriers	
D.	In some cases, consistent attendance and punctuality.
E.	In some cases, access to resources, such as books, libraries and life experiences./ In some cases parental reticence to engage
F.	In some cases, a lack of regular routines including home reading, homework, spellings and having correct equipment in school.

3. Planned Expenditure

i Quality Teaching for All					
Barrier (A,B,C, D,E,F)	Desired outcome	Chosen approach/approaches	Evidence & Rationale	Staff lead	Milestone indicators
<p>A</p> <p>Some pupils may not working at an age related level and have conceptual gaps or misconceptions</p>	<p>For PP children to attain ARE/ GD at the end of the academic year or ensure that when children are working below ARE they are catching up quickly.</p> <p>Better teaching and directed support ensures disadvantaged children keep up with their peers.</p> <p>Pupils keep up not catch up.</p>	<ul style="list-style-type: none"> Teachers and staff in year groups and cohorts to work as teams to identify and provide keep up support where identified. Cohort action plans in place that identify gaps in learning and next steps. Cohort review meetings every 3 weeks with HT/DHT/SENCO and SLT members. Support staff to be class based for same day intervention: including pre and post teaching Class teacher to direct the learning of disadvantaged pupils and provide the majority of their teaching. Class teachers released from class to provide target support sessions SLT lead coaching programme for support staff QLA used to ensure and inform precision teaching. Staff training and CPD around Reading/Writing and the new Curriculum CPD for Leaders including subject leads HLTA cover to release teachers for support sessions 	<p>Sutton Trust found that, 'The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers</p> <p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.</p> <p>Small group tuition having an impact of +4 months (EEF)</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives. Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</p>	<p>Headteacher (JB) Disadvantaged Pupils Champion (LM) SLT Phase leaders Subject leads</p>	<p>Overall attainment and progress gap diminishes between PP and non PP children and lead to improved outcomes at the end of the year.</p> <p>FFT targets (which are aspirational for individual children FFT20) are achieved.</p> <p>Monitoring is completed on a termly basis via data analysis.</p> <p>Headteacher leads 3-weekly monitoring cohort reviews of pupil progress, including evidence in books. Individual pupil progress tracking shows improvements.</p> <p>Group data analysis shows gaps are closing/ have closed</p>

<p>B Limited speech and language and/or vocabulary skills</p>	<p>Improve accuracy and fluency of reading for all PP with a focus on Early Reading strategies in EYFS and KS1 and Novel Study in KS2.</p>	<ul style="list-style-type: none"> • Ensure class books are used in context and often linked to subject topics. • Teacher modelling of language and oracy. • High profile of new words and important vocabulary in all lessons and subjects. • Identify key tier 2 and 3 vocabulary to be taught as part of units/topics. Display and use. • Introduce detailed, sharp, ongoing assessment systems and recording processes in F2 and Y1 (individual booklets and class grapheme trackers) to ensure teaching and texts are matched to need. • Introduce Reader on a Page to accurately track progress in Reading in KS1/KS2 • Communication Champions in KS1/KS2 • SALT training for all staff 	<p>The Early Catastrophe Paper (Hart and Risley, 2003) reports:</p> <p>Vocabulary at age 3 of a child from a disadvantaged family: 500 words. Vocabulary at age 3 of a child from a professional family: 1100 words</p> <p>EEF Sir Kevan Collins: ‘In my view, the most important thing a school can do for its pupils – and for society – is to teach them to read and write well’.</p> <p>A sharp focus on phonics acquisition and language skills for communication gives them a foundation to make good progress through school.</p>	<p>Headteacher (JB) English Leads (KM/KM) SLT Phase leaders</p>	<p>Monitoring is completed on a termly basis via data analysis.</p> <p>Headteacher leads 3-weekly monitoring cohort reviews of pupil progress, including evidence in books. Individual pupil progress tracking shows improvements.</p> <p>Monitoring shows that children have books matched to need, children have the opportunity to read in all subjects, teachers ensure that all children can access the class novel and are developing their reading skills and vocabulary because of this.</p>
Impact measures					
Autumn Term		Spring Term		Summer term	
Budgeted cost i					£75000

ii Targeted support					
Barrier (A,B,C, D,E,F)	Desired outcome	Chosen approach/approaches	Evidence & Rationale	Staff lead	Milestone indicators
<p>C</p> <p>In some cases, learning skills may need developing, e.g. organisation, commitment, resilience, self-regulation and personal aspiration</p>	<p>Early identification of children with significant needs</p> <p>Children with SEMH needs to be targeted early and accurately and support provided.</p>	<ul style="list-style-type: none"> • Appointment of SENDCO/Inclusion Manager as non- class based. • External SEN support from RLT SEN Lead • B Squared SEN assessment for accurate tracking of children with significant need • Develop Well-Being Hub as a base for SEND, family support and family learning • SENDCO works with teachers to improve their capacity to support children, including strategies and resources. • SENDCO proactively engages outside agencies to provide additional support and advice where appropriate. • Promotion of the school's Values: Stay Safe, Be Kind and Respect Others. • Conduct Code: the 3 Cs: Calm, Careful and Considerate • Learning Behaviours: Lakeside Learners • Reward system for all the above: Rainbow Rewards • Promotion of FBV: tolerance, equality and democracy 	<p>A high percentage of children with SEND support plans also fall into the PP group.</p> <p>Accurate identification need and careful monitoring of individual targets, support plans and bespoke provision in class will allow them to make progress in all areas of the curriculum.</p>	<p>HT (JB)</p> <p>SENDCO/Inclusion Manager (SS)</p>	<p>Cohort reviews will show evidence that identified children are making progress</p>
<p>D</p> <p>In some cases, consistent attendance and punctuality.</p>	<p>Attendance and punctuality of PP children to improve significantly</p>	<ul style="list-style-type: none"> • New reward scheme for attendance including prizes • PSA/Attendance support officer to closely track groups and create case studies that demonstrate impact. 	<p>EEF research shows that a free breakfast club offering a nutritious meal before school can boost outcomes by the equivalent of two months progress per year.</p>	<p>HT (JB)</p> <p>Parent support officer/Attendance officer (RS)</p>	<p>Weekly attendance reports show increase in attendance for PP children.</p>

		<ul style="list-style-type: none"> • Daily late gate and home visits • Free Breakfast club 	<p>Pupils must be in school regularly and on time to be ready to learn and avoid gaps in learning. PA is above the national figure</p>		<p>PP attendance to be in line with national and other children.</p>
<p>F In some cases, a lack of regular routines including home reading, homework, spellings and having correct equipment in school.</p>	<p>All children with additional needs, including SEMH needs and barriers to learning are identified and a plan put in place to support their learning.</p>	<ul style="list-style-type: none"> • ParentKind to support enhancement of parental engagement in school. • Parent support advisor to work with families to support all approaches • PSA attends TACs, EH/Social Care meetings • Evolve Health Mentor apprenticeship to start (HLTA cover for absence on course) • Rainbow Rewards based on the 3Cs and Lakeside Learners. • Thrive mentors support on playground at lunch • SENDCO manages quality lunchtime clubs, including yoga. • Thrive action plans in place and progress tracked 	<p>Good relationships between school and parents appear to be part of a community-oriented climate that can foster academic resilience, in particular among disadvantaged pupils (Borman & Rachuba, 2001)</p> <p>Accurate identification need and careful monitoring of individual targets, support plans and bespoke provision in class will allow them to make progress in all areas of the curriculum.</p>	<p>HT (JB) Parent support officer/Attendance officer (RS) SENDCO/Inclusion Manager (SS)</p>	<p>Thrive monitoring shows progress</p> <p>Children can talk about how they are feeling and say what they need to do to stay emotionally regulated</p>
Impact measures					
Autumn Term		Spring Term		Summer Term	
				Budgeted cost ii	£75000

iii Other Approaches (Enrichment & Experiences)					
Barrier (A,B,C, D,E,F)	Desired outcome	Chosen approach/approaches	Evidence & Rationale	Staff lead	Milestone indicators
E In some cases, access to resources, such as books, libraries and life experiences	Disadvantaged children to have access to a wide range of experiences	<ul style="list-style-type: none"> Trips, visits, clubs to be subsidised for PP children so they have the same opportunities and experiences as non-disadvantaged children including Forest School, School Choir and School Sports teams 	Ofsted: <i>The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</i>	HT (JB) Disadvantaged Pupil Champion (LM) Business Manager (KV) SENDCO/Inclusion Manager (SS)	School will track which pupils access wider opportunities and will proactively seek to engage families and enable participation. Curriculum experiences will develop cultural capital for all children.
E In some cases parental reticence to engage	Parental engagement in children's learning, educational outcomes, the curriculum and the wider opportunities of the school	<ul style="list-style-type: none"> Parent support advisor to work with families to support all approaches School will develop its communication by a new more accessible website with FB and Twitter feeds and links. Curriculum events for parents throughout the year Maths with Parents programme for KS1 initially ParentKind to support school to develop parental engagement 	Good relationships between school and parents appear to be part of a community-oriented climate that can foster academic resilience, in particular among disadvantaged pupils (Borman & Rachuba, 2001) EEF research states that parental engagement has a +3 month impact on disadvantaged pupils.	HT (JB) Disadvantaged Pupil Champion (LM) Business Manager (KV) SENDCO/Inclusion Manager (SS) Parent Support Advisor (RS)	School will track which pupils access wider opportunities and will proactively seek to engage families and enable participation. Track parent engagement at events and with specific programmes, such as Maths with Parents. Increase in attendance at curriculum events and parents evenings.

Impact measures

Autumn Term	Spring Term	Summer Term

	Budgeted cost iii £4400
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	Total budgeted cost £190000
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