

Pupil premium strategy statement 2020-2023



Reviewed for 2020-21, 2021-22, 2022-23

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	381
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers	2020-23
Date this statement was published	03/12/21 (revised from 01/09/21 version) 23/09/22
Date on which it will be reviewed	01/09/23
Statement authorised by	James Bullock, Headteacher
Pupil premium lead	Kim Bostock, Disadvantaged Lead
Governor / Trustee lead	Kate Hope

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169663
Recovery premium funding allocation this academic year	£17763
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	£187426

Part A: Pupil premium strategy plan

Statement of intent

At Lakeside Primary we aim to ensure that no child is left behind and that all pupils achieve to their full potential. We place learning and being ready to learn at the front of everything we do. All children should have the opportunity to succeed regardless of individual need or background. We make sure that our curriculum, pedagogy and learning meets the needs of every child. Our strategy identifies the barriers that many children face and has clearly defined objectives to break down these barriers. We use an evidence based approach to assess need or missed learning and have designed a curriculum that addresses this. Quality First teaching, targeted learning support, support for mental health, wellbeing and emotional skills training enable children to learn and to develop the social emotional skills and resilience to succeed in the pandemic era.

Challenges

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

Challenge number	Detail of challenge
1	Reading – Many disadvantaged pupils are not fluent readers. They have difficulties with language acquisition, phonics, reading generally and access to the curriculum. They may not have access to a rich diet of book or libraries.
2	Vocabulary and Oracy – May have been further delayed by lockdowns for some pupils.
3	Social and emotional needs – Resilience and self-regulation has a significant impact on learning behaviours. Many pupils need support to develop and embed these skills.
4	Attendance – Attendance for disadvantaged pupils is lower than others. The rate for persistent absence is above national.
5	Lost learning – The pandemic has seriously disrupted life and learning. It has placed some families under greater strain than others. All lost learning and gaps in knowledge must be addressed by quality first teaching, cognitive science and embedded metacognition techniques in the classroom.

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
Improved attainment in Reading for disadvantaged pupils	Increased % of pupils in this group meeting the expected standard in all year groups.
Improved attainment in Writing for disadvantaged pupils	Increased % of pupils in this group meeting the expected standard in all year groups.
Improved attainment in Phonics for disadvantaged pupils	Number of children accessing RWI Phonics decreases over time. Improved outcomes for this group in Y1/2 Phonics screening checks.
Improved attainment in Mathematics for disadvantaged pupils	Increased % of pupils in this group meeting the expected standard in all year groups.
Improved attendance for disadvantaged pupils	Increased % attendance for this group.
Improved resilience and self-regulation for disadvantaged pupils	REST screening shows improvement in these areas Children in this group can talk confidently about their learning.

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: £85,563

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily RWI Phonics sessions in all Year groups to develop oracy and early reading</p> <p>1:1 RWI intervention sessions for those pupils who require them</p> <p>Fluency CPD for all staff</p> <p>Reading Plus to support fluency and comprehension</p> <p>Novel study approach with high quality planning in guided reading and English lessons</p> <p>Reading for Pleasure strategy – reading visibly promoted in all shared areas and classrooms, children have access to quality texts</p> <p>Regular diagnostic testing of reading</p> <p>Catch-up teacher to target pupils who are behind and create bespoke interventions, funded by the National Tutoring Programme</p>	<p>EEF Guide to the Pupil Premium – Autumn 2021</p> <p>EEF toolkit states phonics interventions have a +4 months impact on most vulnerable pupils</p> <p>EEF Guidance Report Improving Literacy in KS1 states that effectively implementing a systematic phonic programme has ‘very extensive’ evidence to say that it will be effective</p> <p>EEF Impact of school closures on the attainment gap – June 2020: ‘School closures will widen the attainment gap between disadvantaged pupils and their peers. The median estimate is that the gap will widen by 36%. Sustained support will be needed to help disadvantaged pupils catch up’</p> <p>DfE Reading Framework, Teaching the Foundations of Literacy July 2021</p> <p>Walkthrus are research evidence based strategies for instructional coaching (Sherrington, Caviglioli)</p> <p>DfE non-statutory guidance for Maths KS1 and KS2 in conjunction with the National Centre for Excellence in the Teaching of Mathematics, draws on evidence based approaches</p>	<p>1, 2, 5</p>

<p>SEND support plans are rigorous and reviewed regularly to ensure targets meet need</p> <p>Regular training for support staff for all key teaching and learning strategies</p> <p>Walkthrus CPD and strategies evident in lessons</p> <p>White Rose Maths CPD delivered by WR tutor throughout the year</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £57763

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Individual and small group tutor sessions with support tailored to closing gaps for individual pupils led by catch-up teacher, funded by the National Tutoring Programme</p> <p>1:1 RWI Phonics interventions for those below the expected standard</p> <p>DHT to monitor and assess all Phonics and early reading in EYFS, KS1 and KS2</p> <p>All pupils with SEND support plans will have personalised targets and</p>	<p>EEF Guide to the Pupil Premium – Autumn 2021</p> <p>EEF toolkit states phonics interventions have a +4 months impact on most vulnerable pupils</p> <p>EEF Guidance Report Improving Literacy in KS1 states that effectively implementing a systematic phonic programme has ‘very extensive’ evidence to say that it will be effective</p> <p>EEF Impact of school closures on the attainment gap – June 2020: ‘School closures will widen the attainment gap between disadvantaged pupils and their peers. The median estimate is that the gap will widen by 36%. Sustained support will</p>	1, 2, 5

interventions monitored by the SENDCO	be needed to help disadvantaged pupils catch up’ DfE Reading Framework, Teaching the Foundations of Literacy July 2021	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £44,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Play Therapist to work in school for 1 day per week</p> <p>Appointment of Inclusion/SEMH Lead to provide 1:1 SEMH interventions</p> <p>CPD on restorative practice for all staff ongoing throughout the year</p> <p>Community Hub to provide Solihull parenting programme, adult learning, ESOL and local stronger communities office and PCSO to be based there 1 day a week.</p> <p>Family Support Manager provided Early Help for families with complex needs and where pupils have persistent absence – Family Support plans in place. Monitored by SENDCO.</p> <p>The ZEST curriculum provides wider opportunities for pupils to</p>	<p>EEF – Improving social and emotional learning in primary schools: ‘On average SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school +4 months’.</p> <p>EEF - Metacognition and Self-regulated Learning</p> <p>EEF – Working with parents to support children’s learning: ‘there is an established link between the home learning environment in all ages and children’s performance at school. Working effectively with parents can be challenging and is likely to require sustained effort and support’</p> <p>A Curriculum of Hope, 2020: ‘Experience is an entitlement not just a reference to cultural capital’</p> <p>‘Forest School aims to provide the holistic development of all involved, fostering resilient, confident independent and creative learners’</p> <p>DfE – Improving school attendance</p>	3, 4

<p>develop essential life skills, resilience and emotional regulation.</p> <p>All pupils to have Forest School sessions with a trained practitioner</p> <p>SENDCo to use a raft of diagnostic tools to assess SEMH need whole class and individual</p> <p>The curriculum provides inspirational learning opportunities including visits, visitors and is focussed around active learning.</p> <p>Wider opportunities – visits, visitors, after school clubs, residential visits, Hill House opportunities</p>		

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

2020-21 Year 1

Phonics outcomes had increase in the numbers of children meeting the expected standard in Y1 and Y2.

Staff CPD for Phonics and Early Reading has led to higher standards and better outcomes.

There are now significantly fewer pupils in KS2 accessing the RWI Phonics programme.

Parents are very supportive of the SEND/SEMH/Family and community opportunities provided by the school.

There has been a decrease in dysregulation and learning behaviours have improved.

Remote education using a blended approach of online lessons and paper resources/books was very popular with pupils and families who felt it supported learning but also well-being by keeping pupils and parents in close contact with school staff. Regular phone calls and home visits also provided welcome support.

Persistent absence was significantly reduced to 12%.

2021-22 Year 2

EYFS – Disadvantaged pupils achieved in line with LA and National GLD average.

Y1 Phonics – All 76%, Disadvantaged 77% (National Dis 63%)

Y2 Phonics – All 79%, Disadvantaged 93% (National Dis 85%)

Phonics outcomes for Y1 PP pupils has increased each year 2018 – 2022.

Fewer pupils in KS2 need discrete Phonics support.

End of KS2 outcomes: Attainment gaps between PP and all pupils has decreased significantly since 2019.

Attendance and persistent absence for disadvantaged pupil continues to be a key focus. Family support manager continues to work with families closely. First day absence procedures are followed, 123 letters and EPNs are issued.

Several disadvantaged pupils with high needs made successful transition to secondary or to new year groups via support from Inclusion team/Play therapist.

2022-23 Year 3

EYFS – Changes in staffing resulted in outcomes lower than national averages.

Y1 Phonics – All 78%, Disadvantaged 67% (National Dis 67%)

Y2 Phonics cumulative– All 94%, Disadvantaged 94% (National Dis 81%)

Phonics outcomes for pupils over Y1-Y2 continue are above national for all and for disadvantaged pupils.

Fewer children need to re-sit the test in Y2 due to the high standards achieved in Y1.

The number of pupils entering Y3 without passing the screening check is at its lowest ever.

Fewer pupils in KS2 need discrete Phonics support. This number is decreasing year on year and shows that RWI Phonics teaching and lead are effective.

Gaps between PP pupils and all have decreased significantly in all subjects at the end of KS1 but particularly in Reading and Maths.

PP pupils achieved higher average score than national average in the Y4 MTC (20.7 (National: 18.4)

End of KS2 outcomes: Attainment gaps between PP and all pupils in Reading has decreased significantly.

Attendance and persistent absence for disadvantaged pupil continues to be a key focus, although gaps between disadvantaged pupils and all are closing. Family support manager continues to work with families closely. First day absence procedures are followed, 123 letters and EPNs are issued.

Several disadvantaged pupils with high needs made successful transition to secondary or to new year groups via support from Inclusion team/Play therapist.

Pupil Support Plans and regular PSP meetings between teachers and Inclusion team/Disadvantaged Lead have led to an enhanced understanding of the vulnerabilities

of pupils ensuring that pupils are more settled and ready to learn. Parents have been very supportive of the support children receive from the Inclusion team.

Disadvantaged pupils have been offered a broad range of wider opportunities, including a wide range of trips and visitors to school.

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
Reading Plus
Gooseberry Planet
Times Tables Rock Stars
Purple Mash
Jigsaw
RWI
Learning with Parents

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)