

Pupil premium strategy statement 2023-2026



This statement details our school's use of pupil premium funding (and recovery premium) 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	397
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2023-26
Date this statement was published	01/09/23
Date on which it will be reviewed	01/09/24
Statement authorised by	James Bullock, Headteacher
Pupil premium lead	James Bullock, Headteacher Kim Bostock, Disadvantaged Lead
Governor / Trustee lead	Patricia Astbury

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196, 425
Recovery premium funding allocation this academic year	£17,763
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	N/A

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 – Identified as a challenge for many of our disadvantaged pupils. Difficulties in language acquisition, phonics and reading comprehension which also impact on writing.
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. Increased % of pupils meeting the Phonics Screening Test. Number of children requiring additional intervention support for Reading/Phonics decreases over time, particularly in KS2.
Improved attainment in Writing for disadvantaged pupils	Increased % of pupils in this group meeting the expected standard in all year groups, particularly boys. Writing demonstrates an increase in Tier 2 vocabulary. Implementation of Pathways to write from September 2023 to develop confident writers and an increase in % of pupils meeting ARE.
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. Increased % of pupils with a secure understanding of arithmetic. Increased % of pupils achieving full marks in the Y4 MTC.
Improved attendance for disadvantaged pupils	Increased % attendance for this group. Decrease in % of PA for disadvantaged pupils.
Improved resilience and self-regulation for disadvantaged pupils	Boxall profiling to highlight individual needs shows progress in these areas. Children in this group can talk confidently about their learning. Pupils demonstrate that they are resilient and can self-regulate, leading to an increase in knowledge and overall attainment.

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: £89562

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily RWI Phonics sessions in all Year groups to develop oracy and early reading 1:1 RWI intervention sessions for those pupils who require them Fluency CPD for all staff Class reading book approach with high quality planning in guided reading and English lessons Reading for Pleasure strategy – reading visibly promoted in all shared areas and classrooms, children have access to quality texts Regular diagnostic testing of reading Implementation of Pathways to Write to secure strong writing skills. Use of diagnostic tool STAR assessment system to assess, identify gaps in learning and track attainment and progress.	EEF Guide to the Pupil Premium – Autumn 2021 EEF toolkit states phonics interventions have a +4 months impact on most vulnerable pupils 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. All staff to receive training on DfE Reading Framework, Teaching the Foundations of Literacy July 2021 and DfE ‘The Reading Framework’ – July 2023. 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’	1, 2, 5

Let's Think in English to develop oracy and discussion. Focus on securing arithmetic skills. SEND support plans are rigorous and reviewed regularly to ensure targets meet need Regular training for support staff for all key teaching and learning strategies Walkthrus CPD and strategies evident in lessons and in planning	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 Walkthrus are research evidence based strategies for instructional coaching (Sherrington, Caviglioli) Rosenshine's Principles in Action, 2019.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £62763

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 1:1 RWI Phonics interventions for those below the expected standard Phonics Lead to monitor and assess all Phonics and	EEF Guide to the Pupil Premium – Autumn 2021 EEF toolkit states phonics interventions have a +4 months impact on most vulnerable pupils 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 EEF Impact of school closures on the attainment gap – June 2020: 'School	1, 2, 5

early reading in EYFS, KS1 and KS2 All pupils with SEND support plans will have personalised targets and interventions monitored by the SENDCO	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' 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: £61863

Activity	Evidence that supports this approach	Challenge number(s) addressed
With Me in Mind therapist to work with specific children every week. 1:1 and small group sessions with Pastoral Support Assistants Implement from Sep 2023 new Behaviour and Relationships Policy based on PACE approach Community Hub to provide Solihull parenting programme, adult learning, ESOL classes 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.	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'. EEF - Metacognition and Self-regulated Learning 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' A Curriculum of Hope, 2020: 'Experience is an entitlement not just a reference to cultural capital' 'Forest School aims to provide the holistic development of all involved, fostering resilient, confident independent and creative learners'	3, 4

The ZEST curriculum provides wider opportunities for pupils to develop essential life skills, resilience and emotional regulation. All pupils to have Forest School sessions with a trained practitioner SENDCo to use a raft of diagnostic tools to assess SEMH need whole class and individual The curriculum provides inspirational learning opportunities including visits, visitors and is focussed around active learning. Wider opportunities – visits, visitors, after school clubs, residential visits, Hill House opportunities Attendance tracked by attendance lead. Clear actions in place for targeted support for persistent absentees, including EWO support.	DfE – Improving school attendance	

Total budgeted cost: £196, 425

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 2023 to 2024 academic year.

Year One 2023-24 – Review of strategy

Intended outcome	Success criteria
Improved attainment in Reading for disadvantaged pupils	Increased % of pupils meeting the Phonics Screening Test: Y1 All: 84% PP: 73% (previous year 67%) Y2 re-sits All: 69% PP: 80% KS1: All: 52% PP: 35% KS2: All: 48% PP: 29% Y3: All: 53% PP: 57% Y4: All: 55% PP: 37% Y5: All: 57% PP: 40% Number of children requiring additional intervention support for Reading/Phonics decreases over time, particularly in KS2. Number of pupils accessing RWI Phonics support continues to reduce significantly. From September 2024: 22 pupils only (30% SEND)
Improved attainment in Writing for disadvantaged pupils	Increased % of pupils in this group meeting the expected standard in all year groups, particularly boys. KS1: All: 45% PP: 29% KS2: All: 68% PP: 52% Implementation of Pathways to write from September 2023 to develop confident writers and an increase in % of pupils meeting ARE. Significant increase in KS1 and KS2 writing outcomes between 22-23 and 23-24: KS1: All: +17% PP: +17% KS2: All: +17% PP: +15%

Improved attainment in Phonics for disadvantaged pupils	Improved outcomes for this group in Y1/2 Phonics screening checks. Increase in Phonics attainment between 22-23 and 23-24: Y1: All: +6% PP: +6% Y2 resits: All: +10% PP: +5%
Improved attainment in Mathematics for disadvantaged pupils	Increased % of pupils in this group meeting the expected standard in all year groups. KS1: All: 55% PP: 47% KS2: All: 43% PP: 29% Y3: All: 73% PP: 70% Y4: All: 76% PP: 68% Y5: All: 67% PP: 67% Increased % of pupils achieving full marks in the Y4 MTC. 2022: 5% Av score: 5 2023: 41% Av score: 12 2024: 38% Av. Score: 20
Improved attendance for disadvantaged pupils	Increased % attendance for this group. <u>2022-23</u> All: 92.44% PP: 90.68% PA: 24.93% PP: 33.09% <u>2023-24</u> All: 94.84% PP: 93.41% PA: 13.76% PP: 21.48% Decrease in % of PA for disadvantaged pupils: -11.5%
Improved resilience and self-regulation for disadvantaged pupils	Boxall profiling to highlight individual needs shows progress in these areas. Children in this group can talk confidently about their learning. Pupils demonstrate that they are resilient and can self-regulate, leading to an increase in knowledge and overall attainment.

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
White Rose Maths
Times Tables Rock Stars
Purple Mash
Jigsaw
RWI Phonics
Pathways to Write

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A