

Lakeside Primary Academy

Pupil Premium Report (2020-2021)

Pupil premium spending 2020-2021

SUMMARY INFORMATION			
Date of most recent pupil premium review:	November 2020	Date of next pupil premium review:	November 2021
Total number of pupils:	425	Total pupil premium budget:	£78,010
Number of pupils eligible for pupil premium:	91	Amount of pupil premium received per child:	LAC - £2, 345 Ever 6 - £1,345 Services - £310

STRATEGY STATEMENT

Priority 1: Writing

- Ongoing CPD for teachers on Talk for Writing approach.
- Teaching of vocabulary to be revisited (missed due to Covid lockdown).
- Continue to focus on challenge through quality first teaching.
- Handwriting and Spelling is embedded.
- Ongoing work on the consistency of approach to Phonics.

Priority 2: Parental Engagement

- During Covid lockdown, parents engaged well through online platforms Tapestry and SeeSaw.
- Learning resource packs were shared with families with positive feedback.
- Kite Family Support Worker built positive relationships with harder to reach families during Covid lockdown period.
- Kite Attendance Officer is offering support for persistent absentees.

Priority 3: Wider Opportunities

- Third Space learning and Lexia Reading used to enrich learning opportunities.
- Forest School
- ELSA
- Enrichment activities (though some restrictions due to Covid lockdown)

Priority 4: RSE/PSHCE Curriculum

- Parental consultation re: new RSE curriculum to be arranged.
- Jigsaw PSHCE curriculum introduced to support teaching and learning.

Assessment information

EYFS (End of Spring Term Data - 2020)		
Percentage of children making expected or better than progress.	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP
Making Relationships	62%	69%
Self-confidence and Self awareness	62%	72%
Managing Feelings and Behaviour	46%	66%
Listening and Attention	54%	76%
Understanding	62%	79%
Speaking	46%	69%
Moving and Handling	38%	72%
Health and Self-Care	92%	93%
Reading	38%	79%
Writing	38%	69%
Numbers	53%	83%
Shape, Space and Measure	46%	79%
Achieved GLD (Good Level of Development)	38%	62%

END OF KS1 (End of Spring Term Data - 2020)		
	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading	0%	64%
% making expected or better than expected progress in writing	0%	59%
% making expected or better than expected progress in maths	25%	63%

YEAR 2 PHONICS SCREENING CHECK* (AUTUMN 2020)		
Pupils eligible for PP	Pupils not eligible for PP	National average
38%	78%	TBC

END OF KS2 (End of Spring Term Data - 2020)		
	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading	20%	36%
% making expected or better than expected progress in writing	80%	58%
% making expected or better than expected progress in maths	80%	70%

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers

A	Low attainment and slow progress made by pupil/premium/disadvantaged children, particularly in Reading (KS1 and KS2) and Writing (KS1).
B	Pupils have poor breadth of vocabulary.

ADDITIONAL BARRIERS

External barriers

C	Pupils and their families have social and emotional difficulties, including mental health issues.
D	Pupils have limited experiences beyond their home life and immediate community. They also have limited access to books, libraries and technology (such as iPad, Wi-Fi etc).
E	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.
F	Parental engagement is inconsistent

Planned expenditure for current academic year

ACADEMIC YEAR					
Intended Outcome: Quality first teaching is consistent across the school.					
Outcome	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Reading, Writing and Phonics</p> <p>achievement for Pupil Premium children will be at least in line with non-pupil premium children.</p> <p>Pupil Premium children will make expected (or better) progress in Reading and Writing.</p>	High quality texts		Reading and writing leaders will monitor quality of teaching in reading and writing.	FR MJ SLT	Mid-year review March 2021
	Talk for Writing				
	CPD for Quality First Teaching			SLT PR	End of year review Sept 2021
	Pupil Progress Meetings		Achievement lead and SLT to lead Pupil Progress Meetings to ensure good and above pupil progress in reading and writing.		
	Consistency of Phonics teaching	<p>Evidence from the EEF- Phonics can be an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. However, it is also important that children are successful in making progress in all aspects of reading including vocabulary development, comprehension and spelling, which should be taught separately and explicitly.</p>	Phonics teaching will become consistent across the key stage.	AW SLT	
	Reading comprehension strategies- verbal and written	<p>Evidence from the EEF- On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>		MJ SLT	

In KS1 Pupil Premium children's progress in Maths for Pupil Premium children is at least in line with no-Pupil Premium children.	Support and training for Maths leader (AsiST)	Evidence from EEF- High quality, targeted support can provide effective extra support for children.	Maths leader and Achievement leader to analyse data trends and monitor improvements in KS1 Maths progress.	VT/PR	Mid-year review March 2021
	CPD for quality first teaching of Mastery Mathematics.	Evidence from EEF- Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas.	Maths leader attendance at Kite subject leader network meetings.	VT	End of year review Sept 2021
	Networking with other schools using Mastery approach to Maths.	Ensure that children understand the links between the manipulatives and the mathematical ideas they represent.	Maths Mastery training for all teaching staff (Maths Hub/AsiST)	VT	
	High quality support for children needing catch-up in Maths (Number Box and First Class at Number)			AC/SS	
Total budgeted cost:					£21, 577
Intended Outcome: All classrooms are language rich environments.					
Outcome	Action	What's is the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Children are taught higher level vocabulary.	High quality texts	Children's progress has been capped by the shortened year and is not in line with good rates of progress.	Monitoring of lessons, class environments and children's learning outcomes	FR/CW	Mid-year review March 2021
Children are able to use higher level vocabulary in their verbal and written work.	Kindle subscription enables text sharing.	Identified group of children with low cognition and learning ability.	Audit of texts being used for English teaching.	MJ SLT	End of year review Sept 2021

Children with language barriers receive additional support	EAL Bell Foundation EAL LSA support Talk Boost intervention Wellcom intervention	Identified group of children with English as additional language and children with low level language starting base.	Groups of children are identified with baseline/assessments and targeted interventions put in place to support progress.	SG PW SG JC	Mid-year review March 2021 End of year review Sept 2021
Total budgeted cost:					£18, 577
Intended Outcome: Children have access to a range of wider life opportunities.					
Outcome	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Forest School provision is available to all children.	Forest school leader plans and delivers regular forest school sessions	Building resilience and self-esteem through the outdoors helps children to cope with challenges in the learning environment Outdoor learning involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion as well as Metacognition and Self-regulation.	Trained Forest School Leader Thorough planning for each year group linked to class topics	ST SG	Mid-year review March 2021 End of year review Sept 2021

ELSA provision is available to all children in need.	Regular ELSA meetings	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.	Regular meetings between Inclusion Leader and ELSA	CR SG	Mid-year review March 2021 End of year review Sept 2021
School trips are supported in every year group (Covid allowing)	PP children funding of trips subsidised	Some PP children's access to wider life opportunities restricted by financial issues.	PP families to be offered financial support when a trip is planned.	PR	Mid-year review March 2021 End of year review Sept 2021
Total budgeted cost:					£27, 865
Intended Outcome: Families engage proactively with the school community.					
Outcome	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Hard to reach families engage with their children's learning and wider school events.	Teachers to use structured conversation approach to engage with hard to reach families.	Evidence from the EEF - Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.	Parent voice monitored.	SLT	Mid-year review March 2021

	<p>FAST group to build relationships between identified families and school</p> <p>Use of SeeSaw to share children's class based learning with families.</p>	<p>Evidence from the EEF - "increasing parental engagement in primary and secondary schools had on average two to three months' positive impact"</p> <p>Children's engagement with SeeSaw during lockdown (Summer 2020) was positive so this is to be used as a tool to support longer term engagement.</p>	<p>Feedback to be sought from families at the beginning and end of their engagement in the FAST programme.</p> <p>Classroom SeeSaw use and families responses monitored.</p>	<p>CR SG</p> <p>Class teachers PR</p>	<p>End of year review Sept 2021</p>
Total budgeted cost:					£9, 991

ADDITIONAL INFORMATION

We have used a variety of resources in which to compile this report. Evidence has come from:

- Internal assessment and reporting software (Data from Spring 2 for Reading, Writing, Maths and Autumn for Year 2 Phonics due to Covid)
- Evidence from the Education Endowment Foundation (EEF)

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR (2019-2020)				
Total amount: £77,850				
Action	Intended outcome	Impact	Evaluation	Cost
Progress for PP children in KS1 and 2 in reading and writing will increase	<p>Close the gap in progress in reading to closer to the national average.</p> <p>Reduce the progress gap in writing so it is closer to the national average</p>	<p>Internal data from Spring 2 indicates that Reading and Writing progress for PP children in KS1 were not on track to show an increase. However, typically in the Summer term is when we tend to see an increase in progress measures which was not the case last year.</p> <p>Maths at KS2 showed greater outcomes in progress for the PP children than the non- PP children.</p>	Further work on Quality First Teaching is needed across all areas of the school. An internal audit has shown that planning for challenge for all learners will have a great impact on the outcomes for the children.	£77, 850
Progress for PP children in KS2 will be in line with national	Achieve average KS2 Mathematics progress score (≥ 0)	Due to Covid, although no external assessments were completed, according to our internal assessments, the children were on track to make this progress.	Further work on the mastery approach to teaching Mathematics required across the school.	
Phonics attainment for PP children in Year 1 will be in line with (or better than) national.	Achieve or above national expected standard in PSC	Due to Covid, children undertook the Phonics Screening Test in Autumn 2020. Assessment outcomes show that 38% of PP children reached the expected level (in comparison to 78% of children who are not in receipt of pupil premium).	Further work on the consistency of approach to Phonics teaching in KS1 is required and will be a focus for this academic year.	

Attendance of PP children will be in line with others.	Improve the attendance of PP children so that they are in line with the rest of the cohort and LA average (98.5%)	Sept 2019-March 2020 attendance of Pupil Premium children across the school averaged 96.52%.	Attendance of Pupil Premium children to be continued to be supported.	
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