

Lakeside Nursery and Primary 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	281 (304 inc. Nursery)
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025- 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Dee Hughes Executive Head
Pupil premium lead	Sam Armstrong
Governor / Trustee lead	David Hobson Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,405
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£86,405
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

Part A: Pupil premium strategy plan

Statement of intent

At Lakeside, we firmly believe that our vision 'For every pupil to be happy and healthy; to contribute positively to their communities and achieve academic excellence' lies at the heart of our Pupil Premium spending and we aim to ensure that every child will leave having achieved their very best. We want no child being left behind despite any personal circumstances and we will endeavour to provide all children with real-life experiences which enable 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 achieves.
- 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	Assessments and observations have shown that the gap between the disadvantaged and non-disadvantaged in core subjects, although narrowing, is still in place, particularly in maths and the combined score.
2	Our attendance data shows that the attendance rates among the disadvantaged children is consistently lower than their peers. This impacts the progress this group of children can make.
3	Observations, surveys and assessments indicate some social and emotional challenges for some of our disadvantaged children. These have been linked to self-esteem, challenges with unstructured play as well as mental health issues.

4	For some our disadvantaged children, they face multiple barriers to learning, such as having additional needs or English as an additional language.
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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
Children will make the expected levels of progress in all core subjects.	<p>New staff to the school will be trained through high-quality CPD in the Trust's approach to teaching Reading, Writing and Maths.</p> <p>There will be a planned continuous cycle of high-quality CPD for all teaching staff to stay abreast of current evidence-based practice.</p> <p>Same day intervention will be used to target children who need more time to embed learning.</p> <p>Standardised scores will show regular progress over time.</p> <p>Termly Pupil Progress Meetings to track the progress of children with teachers and SLT. This will explore gaps and identify interventions.</p> <p>75% of PP children will achieve expected outcomes in core subjects at end of Key Stage 2.</p> <p>25% of PP children will achieve greater depth in core subjects at the end of Key Stage 2.</p> <p>75% of PP children will reach expected standard in the Phonics Screening check at the end of Year 1 and 90% by the end of Year 2.</p> <p>68% of PP children in Reception will achieve GLD.</p>
Improved attendance for all children, particularly those who are disadvantaged will be achieved and sustained.	The percentage gap in attendance between PP children and non- PP children will close and will be at least in line with each other.

	<p>The percentage of PP children with SEND needs will attend every day.</p> <p>Appropriate staff will be trained in using an EBSNA approach to support children who may have anxiety around attending school.</p> <p>Senior Leader Attendance Champion to support families where attendance is low to support them with removing barriers to school attendance.</p>
<p>Children will develop increased emotional resilience.</p>	<p>All children are profiled using the Thrive Profiling Tool termly and results are analysed by the Thrive Practitioner.</p> <p>Targeted children, who are identified as needing additional support, will receive weekly individual and group Thrive intervention and will be monitored regularly for progress.</p> <p>Zones of Regulation and a Thrive area will be available in all classrooms to allow children to recognise emotions and to support with regulation.</p> <p>Sensory circuits will be available in all classroom spaces for children who need to access the exercises as a tool for regulation support.</p> <p>An ELSA practitioner will work with targeted children to foster and support positive relationships between peers, increased self-esteem and a strong sense of self.</p> <p>Young Carers will have the opportunity to join a weekly club led by the Young Carer Angel in the school.</p> <p>The school to achieve the Young Carers Angel award.</p> <p>A nurture provision at lunchtime is available to children who need a quieter space or additional support.</p> <p>Children across the school are given responsibility to lead activities and support</p>

	<p>play for others. Some are trained as Sports Crew.</p>
Improved outcomes for children with EAL, particularly those who are PP.	<p>Assessment, observations and discussions with pupils shows high quality learning for EAL children.</p> <p>Arbor to be used to monitor progress of EAL pupils and intervention to be put into place where needed.</p> <p>PD for all staff around the best practices in supporting children with EAL. Trust project around supporting EAL learners implemented.</p>
Children with SEND needs who are also PP have opportunities to increase self- esteem.	<p>Children with SEND will have an opportunity to participate in an annual Panathlon event in Surrey.</p> <p>Children with SEND will have the opportunity to have nurture sessions through Thrive and ELSA to increase emotional resilience.</p> <p>Visual timetables using Widget will support children in their day to day activities.</p> <p>Regular check ins with familiar adults will take place regularly throughout the day.</p> <p>Classroom provision will be carefully planned to ensure that children with SEND have their needs met.</p>
Unstructured play times will be a happy, successful and thriving environment where there is high- quality play.	<p>OPAL will continue to be embedded as part of the school culture.</p> <p>Staff, pupil and parent surveys will show that lunchtimes are positive for all.</p> <p>Adults will continue to receive training to support them in promoting high- quality play which promotes collaboration, independence and team work.</p> <p>Partnership with Surrey Active Schools Officer to promote positive lunchtimes.</p> <p>A range of equipment and resources for the children to play with will be available and will continue to be reviewed and monitored.</p>

	<p>Lunchtime observations will show a successful and positive play culture.</p> <p>The number of behaviour and first aid incidents during lunchtimes will reduce.</p>
Children will demonstrate improved oracy skills that enable them to express ideas clearly, engage confidently in discussions, and use subject-specific vocabulary accurately across the curriculum.	<p>Opportunities for structured talk will be seen in all lessons and children will use full, well-structured sentences.</p> <p>Through regular PD and learning walk feedback, children will be introduced to key subject specific vocabulary and will be expected to use these within lessons.</p> <p>BICS and CALPS training for EAL learners will be provided to all staff and opportunities to implement this within the classrooms and lessons will be implemented.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Times Tables/ SATs 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, 4
CPD on Phonics for all staff: Provide training to ensure sustained progress for all pupils and maintain high standards in phonics instruction	In line with EEF guidance, support staff to receive training. EEF research shows that children who are exposed to fully decodable reading do better in reading and writing. The DfE's new 'Essential Core Criteria' 2021 states that all books should be fully decodable to enable the children to feel successful which is particularly important for those children whose early language experiences put them at risk of struggling with beginning reading.	1

Training for emotional literacy, e.g. EBSNA, emotion coaching, compassionate schools programme, trauma aware	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.	2, 3
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, 4
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, 3
Strengthen teachers' mathematical pedagogy and raise pupils' arithmetic fluency and reasoning.	Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills. This research is based on the EEF Toolkit.	1, 4

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue Bell Foundation assessment to support EAL learners (As)	According to the Bell Foundation research, one in twelve teachers reported language and learning loss in	4

HEDDLE develops assessments, we are hoping to be part of their trial).	<p>pupils using EAL thought they had been explicitly disadvantaged compared to their English-speaking peers due to the challenges of remote learning.</p> <p>It is key to provide these learners with targeted language support to catch up on lost language from this time.</p>	
Small group interventions led by a teacher.	<p>The EEF have shown that small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. This approach can make 4 months progression.</p>	1, 4
Small group interventions led by an HLTA in phonics.	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. Small group phonic interventions can allow the children to make up to 5 months progress.</p>	1, 4

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

Budgeted cost: £31, 405

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA provision available for all children	<p>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.</p>	3, 4

Widget	There is an increasing amount of evidence 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, 4
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.	3
Outdoor Play and Learning (OPAL)	Research from the EEF has found that pupils from a disadvantaged background may not be likely to benefit from increased physical activity outside of school as the opportunities may not always be available to them. However, by introducing a place where they can regularly participate in high-quality physical activity, this is shown to increase progress by 1 month.	3
Coffee Mornings for families of children with SEND	The EEF have found out that appropriate targeted support given to parents can be beneficial to children's progress, increasing it by 4 months. Practical tips, sessions and tips can be very beneficial to children's outcomes.	4

Total budgeted cost: £71,040

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summary of Data Outcomes for Disadvantaged Children

At the end of the academic year 2024- 2025

	Reading	Writing	Maths	Combined R, W, M
Percentage of PP children reaching ARE	67%	25%	55%	55%
Percentage of PP children reaching GDS	%	0%	%	0%

Review of PP Plan 2024- 2025

Intended outcome	Review of outcomes
Increased outcomes in early reading and phonics	At the end of the 2024 academic year, the percentage of PP children in Year 1 achieving the expected standard in Phonics was broadly inline with national with 67% of the children achieving the appropriate standard.
Increase in overall attainment and progress in maths, reading and writing	See table above.
Increase in use of higher-level vocabulary in verbal and written work	Vocabulary is introduced through each subject, particularly in reading where high-quality texts are used. New vocabulary is introduced through syllabification and etymology.
Emotional wellbeing of all children is fully supported	Thrive profiling has shown significant progress in many children receiving intervention. All children now access learning with their class when onsite during the school day.
Family resilience and knowledge of where to access support tools is increased	Support to families from within the school has been well-received from those families who need it. Referrals to Early Help, foodbank and other services are made when needed.

Children are provided with a wide range of first-hand experiences and have access to resources and technology	Targeted children have accessed externally run clubs and wrap around care where appropriate.
Children will be independent in their learning and have more resilience to give things a go	Learning for all children is well- scaffolded and is consistent across the school through Trust-wide CPD. Children have reported that they enjoy the 'bite- sized' chunks of learning making it more manageable to retain information.
Anxieties surrounding school attendance will be reduced and children will develop appropriate coping strategies	Alternative Provision and reduced timetables has supported children who have struggled with anxiety about attending school. There are fewer children requiring EBSNA support at this time.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
TT Rockstars	Maths Circle
Numbots	Maths Circle
Letter Join	Green and Tempest
Clicker 8	Cricksoft

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

The service pupil premium allocation was combined with the Ever 6 pupil premium grant funding which contributed towards the cost of ELSA. This was then used to support service pupil premium children when needed.

The impact of that spending on service pupil premium eligible pupils

Children who needed the emotional support were able to receive it when required.