

Lakeside Nursery and primary Academy Pupil premium strategy statement

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 Nursery and Primary School
Number of pupils in school	386/ 431 (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)	2021- 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sam Armstrong
Pupil premium lead	Becky Brookes
Governor / Trustee lead	Krystle Hewitson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,460
Recovery premium funding allocation this academic year	£10, 295
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	£101,755

Part A: Pupil premium strategy plan

Statement of intent

At Lakeside, we believe firmly that our vision, 'Every child will achieve their personal best and succeed at every opportunity' lies at the heart of our Pupil Premium spending. We aim that there will be no child left behind despite their personal circumstances and will endeavour to provide all children with real-life experiences which enable to 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 achieved.
- 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	Low attainment and slow progress made by pupil/premium/disadvantaged children, particularly in Reading and Writing.
2	Pupils have poor breadth of vocabulary.
3	Pupils and their families have social and emotional difficulties, including mental health issues.
4	Pupils have limited experiences beyond their home life and immediate community. They also have limited access to books, libraries and technology (such as iPad, WiFi etc).
5	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.
6	Parental engagement is inconsistent
7	Impact of school closures due to Covid 19 such as anxieties surrounding attending school, language loss, engagement in class and school non-attenders

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
Increased outcomes in early reading and phonics	<p>Pupil Premium children make rapid progress by the end of Year 1 so that they are able to pass the phonics screening test.</p> <p>The proportion of Pupil Premium pupils who are passing the phonics screening test will be in line with national.</p>
Increase in overall attainment and progress in maths, reading and writing	<p>The proportion of disadvantaged pupils reaching the expected standard in Reading and maths is in-line with the national average and is in line with their peers.</p> <p>The proportion of prior high attaining disadvantage pupils making expected progress is in-line with their peers and national.</p>
Increase in use of higher-level vocabulary in verbal and written work	<p>Pupil Premium children will consistently demonstrate this higher-level vocabulary in their work.</p> <p>Learning environments will reflect the push on academic vocabulary.</p>
Emotional wellbeing of all children is fully supported	<p>Children demonstrate increasing resilience using the Jigsaw Rest Scales.</p> <p>Children settle quickly into school / lessons and disruptions are a rarity.</p>
Family resilience and knowledge of where to access support tools is increased	<p>Families know what services are available to them and which tools they can use.</p> <p>FSW cases are quickly actioned and resolved.</p>
Hard to reach families engage with their children's learning and wider school events	<p>Feedback from the multi-systemic family group will indicate that families feel confident to access school provision.</p> <p>Parent forums will be attended by wide representation of the community.</p>
Children are provided with a wide range of first-hand experiences and have access to resources and technology	<p>Pupil Premium children will be provided opportunities to take part in enrichment activities.</p> <p>Pupil Premium children will have access to resources and technology.</p>
Children will be independent in their learning and have more resilience to give things a go	<p>Learning will be scaffolded appropriately for all children to be able to work independently.</p>
Anxieties surrounding school attendance will be reduced and children will develop appropriate coping strategies	<p>The number of children whose attendance is impacted by EBSNA will be reduced.</p>

	The number of children who are reluctant to come into school in the morning will be reduced.
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Activity in this academic year

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: £18,539

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils and training will be provided for all staff.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	1, 5
Phonic 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.	1,6
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, 2, 5
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, 2, 5
Maths Mastery approach	According to the EEF, a mastery approach taken to ensure that all learners master key concepts before moving onto the next one. It works best for closing the disadvantaged gap when ensuring additional support and time to those children who have missed learning or who are slower to master new knowledge and skills.	1, 2, 5
Re-introduction of talk for writing	There are many pieces of evidence documenting the positive impact Talk for Writing has on children's progress	1, 2, 5

	in writing, reading and the breadth of their vocabulary.	
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.	3, 5, 7

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
School Led Tuition - disadvantaged children to receive tuition in R/W/M to raise attainment and close missed gaps. delivered by teachers or support staff.	Children will have clearly identified targets. The EEF toolkit states that this can add 5 months progress. That focused feedback will improve attainment.	1, 2, 5
Group and individual maths interventions, e.g. First Class at Maths, Number Box	There is a high average impact of an additional 3 months for maths related interventions is related to targeted deployment of LSAs, where they are trained to deliver an intervention to small groups or individuals.	1, 2, 5
Homework club	Homework has been shown to support learning in disadvantaged children, but they are less likely to have a quiet space, parental support, stable internet or access to a device which can lead to a wider attainment gap for these children. Homework club can help to overcome these challenges and homework completion can lead to progress measures of 5 months.	1, 4, 5
Continue Bell Foundation assessment to support EAL learners	According to the Bell Foundation research, one in twelve teachers reported language and learning loss in pupils using EAL thought they had been explicitly disadvantaged compared to their English-speaking peers due to the challenges of remote learning. It is key to provide these learners with targeted language support to catch up on lost language from this time.	2, 7
Intervention in Literacy to support language development	There is a high average impact of an additional 5 months for reading based interventions related to targeted	1, 2, 5

and early reading, eg. <i>NELI, Talk Boost, Wellcomm, Lexia</i>	deployment of LSAs, where they are trained to deliver an intervention to small groups or individuals.	
Nurture,		

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

Budgeted cost: £ 53,216

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer in place to support the children who have low attendance	Research shows that attendance is an important factor in pupil achievement. Pupils who attend school regularly have been shown to achieve at higher levels than pupils who do not have regular attendance.	1, 3, 5, 6, 7, 8
Family Support Worker	The EEF toolkit shows that Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	3, 4, 5, 6, 7
Forest school provision is available to all children at least fortnightly	Forest School promotes collaboration and allows for social and emotional learning to develop. According to the EEF, both of these elements show strong progress measures with an impact of 5 months for collaborative learning approaches and 4 months for social and emotional learning.	4, 5, 7
ELSA provision available for all children	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.	3, 5, 7
School trips are supported in every year group	Whilst there has been no extensive research on the impact of school trips, there are many reasons to ensure all pupils have access to learning opportunities beyond school. School trips are a way of enhancing the learning process.	4
Multi-systemic family group	Following many successful years of running this programme in CAMHS and in schools, this has been proven to be effective in providing accessible help and support for children with behavioural and emotional wellbeing difficulties.	3, 5, 6, 7

Widget	There is a growing trend 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, 2, 3, 5
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Total budgeted cost: £101, 755

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, therefore please see the evidence outlined below:

1. Quality First Teaching is consistent across the school

Internal data from the end of Summer 2021 suggests that there is a wide gap between Pupil Premium children and non-Pupil Premium children. Due to Covid, interventions were not able to run as fully or consistently as they needed to be and this has impacted on the progress the children made. As part of the new plan, this will be addressed as a high priority.

Subject leaders have been working to ensure that there is consistency of teaching across the school and that there is a clear understanding of what quality first teaching looks like amongst all staff. The curriculum has been reviewed to ensure that quality texts are used to support learning.

2. All classrooms are language rich environments

Despite the year being shortened due to Covid, there has been a great emphasis on the expectation of the children being explicitly taught tier 2 and 3 level vocabulary. The long- and medium-term planning outlines the vocabulary to be taught for the term and this is shared with families from the outset of the topic. All classrooms are expected to have a Vocabulary View to display vocabulary being taught.

For children who are learning English as an additional language, they are all assessed using the Bell Foundation assessment tool. This provides a very thorough insight into what the children can understand and helps to support their new learning from this specific starting point.

Language assessments and interventions such as Wellcomm and Talk Boost, are used well for the children in Early Years who require additional support.

3. Children have access to a range of wider life opportunities

Every child throughout the school accessed Forest School provision on a fortnightly basis. There was a large focus on collaboration and resilience and a link to learning from the classroom which fully supported the children's emotional needs following the lockdown.

In addition to this, children who required ELSA support were given at least 6 weekly blocks to support with self-esteem, friendship, bereavement and anxiety related issues. In class, Jigsaw Rest was used to track emotional resilience in all individuals and any relevant work through class, group or individual support was planned in. Due to Covid, trips and visits didn't take place during the year so this element of the planned spending wasn't able to be provided.

4. **Families engage proactively with the school community**

Throughout lockdown and on the return to school, Seesaw was used across Years 1- 6 to support children with their remote learning. All families who required access to the internet or a device were provided with this and support for parents was offered to help them with the children's learning. In addition, Seesaw has continued to be used to provide home learning and as a communication tool for parents and families.

The FAST group was not able to take place in its usual format during the year due to restrictions on site about visitors. However, virtual sessions were set up following the lockdown to try to ensure these families were supported.

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	Provider
TT Rockstars	Maths Circle
Doodle Maths	EZ Education
Letter Join	Green and Tempest
Lexia	Core 5 Reading