



## Lakeview Pupil Premium Review 2018/19

### Summary

Total number of pupils on roll	444	Total number of pupils eligible for Pupil Premium	62	Total amount of Pupil Premium funding	£78,320
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### Spending Review

The outcome for each area was tracked, throughout the year. Impact measures included analysis of; attainment, engagement and attendance data, as well as gathering pupil, parent and staff voice.

Action / Spending	Expected Impact	Outcome	Cost
CPD: - Music accreditation - Maths (NumberLink, Challenging the More Able) - Forest Schools - First Aid (all staff) - Play Therapy	-Increased levels of challenge will be built into learning. -High quality teaching will increase rates of progress. -Children will develop greater levels of cooperation, resilience and the ability to manage their emotions. -Engagement in learning will increase, as evidenced through active learning.	-Staff increased confidence for using Numicon in maths (see below Yr6 maths progress above other pupils. Yr 2 progress in line.) -Fewer incidents when learning is affected, due to 1 <sup>st</sup> Aid. -More staff and therefore more pupils able to participate in out of class learning opportunities, leading to greater confidence levels.	£165 £460 £940 £660 £330
Extend opportunities to access a broad and balanced curriculum - School Choir - Sing On - Bollywood Brass - Faith Walk - Street Music	-Children have access to enriching experiences. -Children develop wider understanding of cultural diversities. -Children have the opportunity to develop lasting memories of positive, diverse experiences.	-Confidence and self-esteem raised through series of successful performances. -Enjoyment of learning new skills evident, during the sessions. -Cultural diversity awareness increased for those attending the Faith Walk.	£900 £400 £380 £100 £500
After-School Provision subsidy (one club per term)	-Increased numbers of children engage in activities that broaden their abilities and understanding, developing physical skills and the ability to work with other children.	-Numbers remain relatively low. Further awareness needs to be raised of this opportunity.	£750
Free School Meals / Milk / Snack	-Increased number of children accessing a healthy, nutritious diet, to aid physical development and the ability to engage in their learning.	-Nutritional meals provided. -Increased opportunities for social engagement.	£13'776
Employment of external professionals to support pupil's emotional development - Panacea - Thrive - Pets as Therapy	-Children develop self-awareness, resilience and self-esteem. -Children are able to engage more effectively within the classroom. -Interventions support children to develop positive behaviour, social interactions and learning techniques. -Attendance levels rise.	-Positive engagement from all targeted children. Outcomes positive, with children showing greater willingness to express their emotions and higher levels of resilience. -Assessments completed have been used to ensure most effective strategies are implemented, or further support is sought.	£2'000 £2'000 £1'575 £2'400

- Educational Psychology	-Children will feel increased levels of confidence to manage their learning and social interactions.	-See below for attendance details.	
Deployment of Senior Teacher - Narrowing the attainment gap. - Inclusion / Behaviour support. - School attendance. - Accelerating progress.	-Progress of pupils accelerates. -Scaled Scores increase. -Children are able to transfer acquired skills into other areas of their learning. -Attendance levels rise.	-See below for pupil progress. -Attendance levels for PP children are above the national figure for non-PP children.	£5'831 £5'831 £6'100 £6'100
Deployment of TA to provide Play Therapy	-Identified children to receive support, developing resilience skills and allowing them to engage fully with school.	-100% positive parental feedback. -Reduction in the frequency of social incidents for those children who received the therapy.	£750
Supply Cover to allow for; - Yr6 focused feedback. - Teacher/pupil response to marking time.	-Children develop greater understanding of their areas for improvement; to extend and deepen their learning. -Children transfer knowledge into other areas of their learning.	-Children's understanding of their areas for development increased. -KS2 Mock SATs scores demonstrated progress, throughout the year. -See below for Yr6 progress data.	£990 £990
External professional data/assessment support. - System management. - Staff training.	-Pupil progress is tracked and adjustments made to provision, in order to meet the needs of specific children.	-Close analysis used to target specific children (& groups). -Staff effectively utilised the data systems, to assist with planning.	£2'000
External professional support for subject leaders.	-Curriculum management effectiveness increases, leading to clear progression in learning, across the school. -Staff proficiency levels rise, leading to more engaging teaching and more effective learning.	-Subject leaders delivered CPD to colleagues, particularly in art, science, PE and literacy. -Subject specific 'events' took place throughout the year, such as Art competitions, Healthy life-style week and Eco campaigns.	£900
Supply cover to allow for implementation of '50 things to do before leaving Lakeview'.	-Children are supported to engage in a broad range of stimulating and enriching experiences. -Children have the opportunity to develop lasting memories of positive, diverse experiences.	-Initiative launched. Requires promotion, during Autumn term.	£210
NFER Assessments	-Standardised assessment system allows tracking of pupil progress and close adaptation of teaching, in response.	-Progress of the children was accurately calculated through a standardised set of assessments. -Children have become more experienced with formal assessment procedures. -See data below.	£2'000
Learning Mentor and associated resources.	-Member of staff employed to support children and families, including facilitating access to additional resources.	-Key children have received support, leading to positive changes in behaviour. -Parent/family support has increased.	£18'732 £500

	-Positive relationships between home and school will ensure greater network of support for the children. -Children to receive nurture support, which will help develop self-confidence and positive behaviour.	-Increased number of children received support for SEMH needs. -Children receive support to positively engage at break and lunch times. -See below for increased attendance data.	
School uniform	-Removal of one cause of anxiety, allowing children to concentrate on their learning.	-Several children have received single items of clothing, to prevent them 'standing out'. This has been particularly effective for new arrivals.	£50

## **Further Outcomes**

### **Attendance**

The absence of disadvantaged pupils was 3.97%. This has improved by 0.63% from 2017/18 and is 1.73% above national disadvantaged pupils and is also above the national attendance for all Pupils.

	National 2017/18	2015/16	2016/17	2017/18	2018/19
All Pupils	4.2	3.4	3.5	3.3	3.6
Disadvantaged	5.7	5.1	5.3	4.6	3.97

### **Actions:**

- School continues to implement '1<sup>st</sup> Day phone calls' to all absent pupils. Swift involvement of the EWO service reduces the likelihood of extended and/or frequent absences.
- Letters are sent to children at 93%, to remind parents of the importance of attendance and to offer support.
- At 90% persistent absence, school initiate EWO involvement. Contract meetings are held with parents and update letters are sent to parents, on a fortnightly basis.
- Celebration Assembly is used to praise the school attendance and reward the class with the best attendance for the week.
- Reminders of the importance of good attendance are published regularly in the school Newsletter.
- School have implemented the EHA process, with parents, to seek support with challenges at home that may impact on attendance.
- School approach is that holidays are unauthorised, unless there are exceptional circumstances.
- Staff across the school work hard to develop positive, supportive relationships with parents and carers. SLT, Learning Mentor and office staff meet regularly with parents/carers to discuss issues and suggest support strategies.
- Governors receive regular updates regarding attendance details for all disadvantaged children.

### **Parental engagement**

100% of PP children's parents completed a Parent Consultation in Autumn 2018 (3 completed through phone conversation).

100% of PP children's parents completed a Parent Consultation in Spring 2019 (1 completed through phone conversation).

### **Opportunities for parental engagement:**

- Parents attend; Class assemblies, Christmas performances, Proms in the Playground, 'Special People' events and Sports days.
- Meet the teacher evenings are held at the start of each academic year.
- Transition Meetings are held, to support children with the move between year-groups.
- Reading Mornings are held in EYFS.

## Progress of pupils

### Year 6 2019

	Reading %			Writing %			Maths %			RWM %	
	Exp	Exc	Prog APS	Exp	Exc	Prog APS	Exp	Exc	Prog APS	Exp	Exc
Benchmark FFT	88	37		91	29		90	37		81	16
Bench 2018 SATS	77	17		69	11		74	17		60	9
Actual HFL 59	25.4	0.0	4.1	18.6	0.0	4.0	16.9	0.0	4.1	10.2	0.0
PP 16	25.0	0.0	3.8	18.8	0.0	3.9	18.8	0.0	4.3	12.5	0.0

**Disadvantaged** pupils have progressed slightly below other pupils in reading but in line or above in writing and maths. This is still above national expectations.

#### Actions:

Homework support.

Mental maths follow-up support.

### Year 2 2019

	Reading %			Writing %			Maths %			RWM %	
	Exp	Exc	Prog APS	Exp	Exc	Prog APS	Exp	Exc	Prog APS	Exp	Exc
Benchmark *	73	20		65	11		72	15		60	7
Actual 59	13.6	1.7	3.1	13.6	0.0	3.1	11.9	0.0	3.5	8.5	0.0
PP 11	0.0	0.0	2.5	0.0	0.0	3.1	0.0	0.0	3.3	0.0	0.0

**Disadvantaged** pupil progressed in line with others (and above national expectations) in maths and writing but below in reading.

#### Actions:

Weekly 1:1 reading – with A-Level students.

Daily 1:1 reading – Teacher or TA.

Targeted phonics intervention.

Homework support.

### Strengths

*Increased attendance (3-year trend). Lakeview disadvantaged pupils' attendance is above National 'All' figure.*

*Reading progress. Gap between PP and non-PP has reduced from -4.8 (2017) to -3.3 (2018).*

*Writing progress. Gap between PP and non-PP has reduced from -5.8 (2017) to -2.0 (2018).*

*KS2 Writing SATs. Two out of 5 (40%) of GDS pupils are PP.*

*Increased participation of parents at meetings and events.*

### Next steps

*Increase participation in Outside School Hours Learning (clubs).*

*Develop a love of reading across the school community.*