



Pupil Premium Strategy 2019/2020

School Summary

Total number of pupils on roll	440	Total number of pupils eligible for Pupil Premium	71 (16%)	Total amount of Pupil Premium funding	£101,560
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Pupil Premium funding is money, provided by the Government to help disadvantaged children achieve well at school. This funding is allocated to schools for children from EYFS upwards, who have registered for free school meals within the last six years, are in the care of the local authority or have parents who are serving in the armed forces (or have served in the last four years).

Main Barriers to Learning

Throughout Lakeview, our Pupil Premium children may face a variety of complex challenges. There is no single issue facing all of these children and each may have their own, unique barriers such as;

- Social and emotional conditions, which require nurture and support to increase confidence levels.
- Language development, which can be impacted by a reduced access to books and can often be seen in children who join school with a limited knowledge and understanding of the English language.
- Children require exposure to a wider range of vocabulary, to support their speaking, listening, reading and writing.
- Lack of opportunity to access extra-curricular events, which are important for providing a broad range of experiences and identifying otherwise 'hidden' talents and sources of enjoyment.
- Undeveloped behaviours for learning, which can restrict access to learning opportunities.
- Reduced access to a healthy lifestyle, including a balanced diet, which is necessary for good physical development.
- School attendance must be prioritised for all children.
- The further development of parental understanding on how to support their children's learning.

Rationale for spending

As a school, we look at the needs of each pupil before determining how the funding will be spent. We aim to raise achievement, but are aware that this can take many forms. Ensuring that Pupil Premium children attain in line with age related expectations is paramount, however it may be necessary to overcome specific barriers, such as those mentioned above, before academic progress is achievable. The funding may therefore be spent on developing well-being and equality of opportunities, as well as on teaching, assessment and attainment.

We aim to develop a supportive and encouraging environment in which children are confident to challenge themselves and take controlled risks. The creation of a nurturing yet challenging environment is vital for our children, if they are to be fully equipped to meet the demands that they will face within and beyond the school.

Spending

Action / Spending	Expected Impact	Outcome	Cost
CPD: - First Aid - E-Safety - Reading	<ul style="list-style-type: none"> - Ensure incidents are managed effectively. - More staff and therefore more pupils able to participate in out of class learning opportunities, leading to greater confidence levels. - Staff have up-to-date knowledge, allowing for more specific teaching. - Staff confidence increases to support children in keeping safe online. - Improvement in the reading progress of the children. - Increased love of reading for children. 	<ul style="list-style-type: none"> -Medical incidents managed effectively, with minimal disruption to learning. -Pupils' online safety levels have increased due to greater staff awareness and focus within teaching. -Reading became more prominent across the school. 	£660 £250
Extend opportunities to access a broad and balanced curriculum - School Choir - Faith Walk - Christmas enterprise - Curriculum enrichment - Sound system for musical events - Educational Visit support	<ul style="list-style-type: none"> - Children have access to enriching experiences. - Children develop wider understanding of cultural diversities. - Children have cultural enrichment opportunities. - Children have the opportunity to develop lasting memories of positive, diverse experiences. - Children have high expectations. - Children are able to draw on personal experiences in their writing. - Children's aspirations increase. - Children develop greater self-esteem and resilience. - Children are better prepared for the next phase in their education. 	<ul style="list-style-type: none"> -Confidence and self-esteem raised through series of successful performances. -Successful enterprise activity developed pupils' focus in completing a project. -Christmas carol singing performances successful, due to sound system. -Increased historical knowledge during school visit (limited to one year-group). -Development of pupils' awareness of 'representing' Lakeview. 	£960 £200 £240 £200 £800 £700
After-School Provision subsidy (one club per term)	<ul style="list-style-type: none"> - 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 low. Greater diversity of opportunities planned, prior to lock-down.	£1000

	<ul style="list-style-type: none"> - Improved social skills, through interacting with other children and adults. 		
Free School Meals / Milk / Snack	<ul style="list-style-type: none"> - Increased number of children accessing a healthy, nutritious diet, to aid physical development and the ability to engage in their learning. 	<ul style="list-style-type: none"> -Nutritional meals provided. -Increased opportunities for social engagement. 	£14,408.89
Employment of external professionals to support pupil's emotional development <ul style="list-style-type: none"> - Panacea - Educational Psychology 	<ul style="list-style-type: none"> - 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. - Children will feel increased levels of confidence to manage their learning and social interactions. - Attendance levels rise. 	<ul style="list-style-type: none"> -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 £3,200
Deployment of Senior Teacher <ul style="list-style-type: none"> - Narrowing the attainment gap. - Inclusion / Behaviour / lunchtime support. - School attendance. - Accelerating progress. 	<ul style="list-style-type: none"> - Progress of pupils accelerates. - Children are able to transfer acquired skills into other areas of their learning. - Maintain and improve attendance levels. - Reduction in disruptive incidents. - Governors have a greater awareness of school actions, through reports. 	<ul style="list-style-type: none"> -Attendance levels for PP children are above the national figure for non-PP children (at time of lock-down). Staff deployed to engage with 'vulnerable' families, during lock-down. 	£6,285.63 £6,535.70 £6,535.70 £6,285.63
Deployment of TA	<ul style="list-style-type: none"> - Identified children to receive support, within class, leading to increased focus and development. - 1:1 and small groups used to develop reading skills. - Help children implement teaching given following question level analysis. 	<ul style="list-style-type: none"> -Children received personalised feedback, leading to more rapid closing of knowledge gaps. -Ongoing assessment showed improvements in scores. 	£10,481.65
Deployment of teacher	<ul style="list-style-type: none"> - Release class teachers to complete specific interventions. 	<ul style="list-style-type: none"> -Interventions were clearly focused, following class teacher assessments, leading to clarification of misconceptions. 	£2,373
IT development <ul style="list-style-type: none"> - Curriculum development - Support 	<ul style="list-style-type: none"> - Coverage, level of challenge and interest levels maximised, to enable pupils to develop IT skills. - IT issues to be efficiently managed, to reduce impact on pupil learning. 	<ul style="list-style-type: none"> -New scheme implemented, with support from IT lead. -Home learning effectiveness increased due to staff/pupil development. 	£1,100 £2,100

	<ul style="list-style-type: none"> - Pupils to develop a greater awareness of online safety. - Children to develop the necessary skills to allow them to select the most appropriate IT tool for the task they are set. - Children are more prepared for the next phase of their education. 	<ul style="list-style-type: none"> -Remote learning more accessible to staff and children, through use of new computing scheme. -Reduction in number of IT issues that prevented effective teaching and learning. Pupil confidence selecting and using IT increased. 	
<p>Supply Cover to allow for;</p> <ul style="list-style-type: none"> - Yr6 focused feedback. - Teacher/pupil response to marking time. - Training - Curriculum enrichment - Behaviour management 	<ul style="list-style-type: none"> - Children develop greater understanding of their areas for improvement; to extend and deepen their learning. - Children transfer knowledge into other areas of their learning. - Staff able to access CPD. - Subject leaders have opportunity to develop their subject. - Support provided to assist pupils with managing behaviour. 	<ul style="list-style-type: none"> -Children's understanding of their areas for development increased. -KS2 Mock SATs scores demonstrated progress until lock-down. -Staff development increased, in targeted areas of CPD. Multiple aspects covered, with certification gained, during lock-down. 	<p>£990</p> <p>£990</p> <p>£700</p> <p>£525</p> <p>£1,500</p>
<p>External professional data/assessment support.</p> <ul style="list-style-type: none"> - System management. - Staff training. 	<ul style="list-style-type: none"> - Pupil progress is tracked and adjustments made to provision, in order to meet the needs of specific children. 	<ul style="list-style-type: none"> -Close analysis used to target specific children (& groups). -Staff effectively utilised the data systems, to assist with planning. 	£2,000
<p>Emotional behavioural support</p>	<ul style="list-style-type: none"> - Children are supported to gain a greater understanding of their emotions and how to manage them. 	<ul style="list-style-type: none"> -Reduction in number of behaviour incidents. 	£1,000
<p>External professional support</p> <ul style="list-style-type: none"> - Subject leaders - School Improvement 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> -Curriculum maps produced for all subjects. -Collaborative planning used to create more efficient progression across the school. 	<p>£900</p> <p>£1,470</p>
<p>Early Years development</p> <ul style="list-style-type: none"> - Environmental development - Sensory resources - Language interventions 	<ul style="list-style-type: none"> - Children have increased access to stimulating activities and resources, to develop all aspects of their developmental milestones. - Children develop a wider vocabulary. - Children are able to draw on a wider vocabulary in their speaking, listening, reading and writing. 	<ul style="list-style-type: none"> -Tactile resources have been purchased and introduced, particularly with those children demonstrating narrower vocabulary. -Environment enhanced by displays of images and words, which children were encouraged to refer to. -Unit furniture enhanced to allow for more effective collaborative work. 	<p>£1,800</p> <p>£200</p>

NFER Assessments	<ul style="list-style-type: none"> - Standardised assessment system allows tracking of pupil progress. 	<ul style="list-style-type: none"> -Progress of the children was accurately calculated through a standardised set of assessments. -Children have become more experienced with formal assessment procedures 	£2'000
Learning Mentor <ul style="list-style-type: none"> - associated resources - Lego 	<ul style="list-style-type: none"> - Member of staff employed to support children and families, including facilitating access to additional resources. - 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. - Children receive support to develop friendships and build their social skills. - Increased pupil resilience. 	<ul style="list-style-type: none"> -Key children have received support, leading to positive changes in behaviour. -Parent/family support has increased (particularly evidenced through virtual meetings with families during lock-down). -Greater flexibility exists for managing 'situations' 	£20,268 £500 £250
School uniform	<ul style="list-style-type: none"> - Removal of one cause of anxiety, allowing children to concentrate on their learning. 	<ul style="list-style-type: none"> -Several children have received single items of clothing, to prevent them 'standing out'. This has been particularly effective for new arrivals. 	£50
Purchase of personal hygiene products	<ul style="list-style-type: none"> - Pupil anxiety levels reduced, allowing for greater engagement in learning (including attendance). 	<ul style="list-style-type: none"> -Several children utilised the products, increasing comfort. -Increased pupil awareness through discussion and explanation of products. 	£100

Review

See outcomes column

Overall there was progress evident during the first part of the year. The nationwide lock-down, implemented for all schools from 20th March 2020 impacted the opportunity to extend the progress further. Support was directed to the children of key workers in school and vulnerable children at school or home, with increased use of technology to support families.