

## 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	<b>Lakeview Primary School</b>
Number of pupils in school	433
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs J Normanton
Pupil premium lead	Mr T Thorp
Governor / Trustee lead	Mrs L Baker

### Funding overview

Detail	Amount
Pupil premium allocation this academic year	£80'975
Recovery premium funding allocation this academic year	£8'700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Nil
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£89'675

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their challenges, make good progress and achieve high attainment across all subject areas. This includes those who are already high attainers.

High-quality teaching is at the heart of our approach. Specific focus will be given to areas in which disadvantaged pupils require the most support, based on clear assessment by staff.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our whole school approach will respond to individual needs by:

- ensuring disadvantaged pupils are challenged in their work
- acting early to intervene at the point need is identified
- adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate that reading skills (fluency and comprehension) are lower than expected.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) data indicates that progress is at a level below that expected for this cohort.
4	Assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.

5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities (especially during school closure).
6	Despite attendance figures for the school being generally good (above local and National averages), for a minority of children attendance remains a concern.
7	Staff skill level and confidence impact on the quality of provision.

## 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
Improved reading, writing, maths and phonics attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Quality First Teaching is provided for all children.</li> <li>- Targeted support to be provided, to enable disadvantaged pupils to make accelerated progress.</li> <li>- Average attainment for disadvantaged pupils to be in line with non-disadvantaged pupils.</li> </ul>
Increase opportunities for enrichment for disadvantaged pupils.	<ul style="list-style-type: none"> <li>- All disadvantaged children take part in 'outside school hours activities'.</li> <li>- Children complete at least 10 activities from the '50 Things' list, each year.</li> <li>- Increased number of children learn a musical instrument.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Attendance of disadvantaged pupils to be above the local authority threshold (92%) for all disadvantaged pupils.</li> <li>- Average attendance for disadvantaged pupils to be in line with non-disadvantaged pupils (97%).</li> </ul>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1,2,3,4
Purchase of Insight and appropriate CPD delivered, to allow for monitoring and tracking of attainment and progress.		3
Purchase of Edukey and appropriate CPD delivered, to allow for monitoring and tracking of attainment and progress.		1,2,3,4
CPD delivered to staff regarding positive learning behaviour, rather than mere compliance.	Good social and emotional skills align with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	4,5,7
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:	1,2,3,4

We will purchase resources and fund ongoing teacher training and release time.	<a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	
CPD dedicated to reading/phonics delivered to staff to ensure quality first teaching and high quality interventions.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4
We will fund teacher release time to ensure the development of a broad and balanced curriculum for all subjects, including clear forms of assessment and monitoring.		1,2,3,4,5,7

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4
Engaging with the National Tutoring Pro-	Tuition targeted at specific needs and knowledge gaps can be an effective	1,2,3,4

gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Targeted interventions to take place, with focus on reading (particularly fluency).		1,2,3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management, with a particular focus on positive learning behaviour.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5,6,7
Meet & Greet process introduced to welcome the children into school and the classroom.		5,6,7
PASS surveys purchased and implemented across KS1 and KS2.		5,6
Learning Mentor deployed to work with children demonstrating social and emotional difficulties.		5,6
Forest School used as a whole class approach in EYFS & KS1, to develop social & emotional skills.		5,6
Incentives used to increase attendance, such as class rewards,		5,6

public recognition and individual activities.		
Parent and pupil voice used to measure effectiveness of strategies used; <ul style="list-style-type: none"> <li>- surveys</li> <li>- school/class council</li> <li>- Head boy/girl</li> <li>- PASS surveys</li> </ul>		5,6,7
Educational Mental Health Practitioners deployed for targeted children, to address social and emotional needs.		5,6
Personal hygiene products purchased and made available/accessible.		6
Funds available to purchase school uniform, for those who require it.		6
Music tuition costs to be met and children encouraged to take part in learning an instrument.		5,6
Educational visits subsidy available, to ensure children can access enriching opportunities.		5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- music (singing) curriculum purchased and implemented, along with staff CPD. This will increase accessibility for all children and enhance enjoyment.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We found that, apart from the significant impact of school closures and remote learning, consistency of approach was a factor.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.