



Children and adults are at the heart of our school;  
our school is at the heart of our community.

# Pupil premium strategy statement 22-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	414 (Reception-Y6) 445 (Including Nursery)
Proportion (%) of pupil premium eligible pupils	17.63%
Academic year	2022/2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs J Normanton
Pupil premium lead	Miss Holmes
Governor / Trustee lead	Mrs L Baker

## Funding overview

Detail	Amount
Pupil premium allocation this academic year	£94,335
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£1,873,255

# 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.

We want all children to have the well sequenced, rich and broad primary curriculum to which they are entitled, regardless of background or other circumstances. We also want all teachers and Learning Support Assistants to be skilled in managing behaviour, in having high expectations and in employing a wide range of evidence informed teaching strategies which promote learning.

We want to ensure that all children and families are supported in attending school, managing the school environment and making friends, supported in home and family life, and have targeted support for any SEN or social emotional or behaviour needs which may be a barrier to learning and attainment.

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.

## Our Offer:

At lakeview school, we offer £100 towards the residential trip.

We would like to contribute £50 towards school uniform each academic year.

The cost of swimming is covered each year.

If the children would like to play an instrument, we are able to contribute the equivalent of a term's worth of lessons a year

Children who require additional support will have targeted interventions in addition to quality first teaching.

The cost of school trips/enrichment will be reviewed case by case. We hope to minimise cost for parents, but we will look at each trip with families individually.

We prioritise enrichment and will offer financial assistance when necessary. When children start with us in reception we encourage parents to see if they qualify as pupil premium as we want to ensure all children are given equal opportunities to thrive.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Low attainment</p> <p>Assessments, observations, and discussions with pupils indicate that reading skills (fluency and comprehension) are lower than expected.</p> <ul style="list-style-type: none"><li>• Low vocabulary</li><li>• Lack of reading/speaking and listening skills</li><li>• Low aspirations</li><li>• Lack of parent/carer engagement with educational progress</li></ul>
2	<p>Family Circumstances</p> <ul style="list-style-type: none"><li>• Low vocabulary or reading skills</li><li>• Low aspirations</li><li>• Lack of resilience</li><li>• Low self-esteem</li><li>• Lack of organisational skills</li><li>• Inappropriate expectations place on the pupil</li><li>• Pre-occupation leading to limited attention span or engagement</li></ul>
3	<p>Low attendance</p> <p>Despite attendance figures for the school being generally good (above local and National averages), for a minority of children attendance remains a concern.</p>

	<ul style="list-style-type: none"> <li>• limited social interaction with peers</li> <li>• low academic resilience</li> <li>• school refusal and other entrenched behaviours</li> <li>• limited school relationship with parents</li> <li>• limited life outcomes</li> </ul>
4	<p>Social emotional or behavioural difficulties</p> <p>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).</p> <ul style="list-style-type: none"> <li>• difficulty adjusting to boundaries or adult direction</li> <li>• lack of ability to sleep or rest</li> <li>• disturbed or disrupted eating</li> <li>• over-reliance on technology</li> <li>• lack of ability or stamina to focus throughout the school day</li> </ul> <p>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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
5	<p>Staff skill level and confidence impact on the quality of provision.</p> <ul style="list-style-type: none"> <li>• Dyslexia</li> <li>• Dyscalculia</li> <li>• Developmental or cognition delay</li> <li>• Dyspraxia</li> <li>• ADHD</li> <li>• ASD including Asperger's Syndrome</li> </ul>

## 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 through access to quality first teaching	<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>

<p>and a well sequenced and broad curriculum</p>	<ul style="list-style-type: none"> <li>- All pupils attend all lessons as standard with interventions targeted outside the main lessons</li> <li>- Strategies to ensure lesson content is understood and learned are in place through the full suite of assessments.</li> <li>- Interventions where they happen show that the PP group are working at the right start points and making excellent progress</li> </ul>
<p>Increase opportunities for enrichment for disadvantaged pupils.</p>	<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> <li>- PP families respond to targeted support and inclusion offers such as</li> <li>- Funded enrichment club places</li> <li>- Teacher/Parent face to face meetings</li> <li>- Attendance at celebration and other school performance events</li> <li>- Parent Surveys indicate satisfaction with Lakeview School's education and pastoral offer</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>Individual families with complex support strategies in place have good and if appropriate, improving attendance and engagement with the school.</p>	<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> <li>- Careful monitoring and tracking shows PP attendance is not proportionately lower than other pupil groups.</li> <li>- Actions to remedy poor or dropping attendance are swift and timely. Liaison with the Class Teachers and SLT is timely and positive</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
<p>Purchase of standardised diagnostic assessments - Sounds Write phonics</p>	<p>Phonics screening especially up in KS2 to ensure all pupils are decoding at ARE EEF Evidence document Literacy KS1 and KS2</p> <p>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></p> <p>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></p> <p>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></p>	<p>1,2,3,4</p>
<p>Purchase of Insight and appropriate CPD delivered, to allow for monitoring and</p>	<p>Strategies to support SEN pupils with behavioural needs which fall outside the school's behaviour policy</p>	<p>3</p>

tracking of attainment and progress.		
Curriculum support materials PKC art, science, history geography, Purple Mash Complete Maths SATs companion	High quality resources, relevant to pupils needs which are challenging and well sequenced to enable high attainment across all subject areas.	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="https://www.educationendowmentfoundation.org.uk">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.  We will purchase resources and fund ongoing teacher training and release time.	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: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4
CPD dedicated to inclusion delivered to staff to ensure quality first teaching and high quality interventions.	SEN/PP tracking GRCs half termly Provision monitored for effectiveness	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)

### Support for 1:1

Interventions for phonics, writing and mathematics – tutoring

Budgeted Cost: £20 per hour

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="https://educationendowmentfoundation.org.uk">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="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4
Engaging with the National Tutoring Programme 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.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4
Targeted interventions to take place, with focus on reading (particularly fluency).		1,2,3,4
1:1 tutoring/ Group tutoring	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> In place in Y3,4,5 and 6 for mathematics Tuition makes an impact if additional to and explicitly linked to normal lessons	



	<p>Maths Group Intervention: All children except those with exceptional needs are taught in the class with any extra support offered after/around the mathematics lesson</p>	
<p>Enrichment Clubs Bedford Music Service whole class instrument tuition</p>	<p>Funded music enrichment – developing cultural capital and wider curricular development. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education</a> <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Arts_Education_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Arts_Education_Review.pdf</a></p>	

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

Budgeted Cost: X

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management, with a particular focus on positive learning behaviour.</p> <p>1:1 Behaviour support</p> <ul style="list-style-type: none"> <li>• Targeted pupil support</li> <li>• Engagement with families</li> <li>• Involvement of Bedford Borough services</li> </ul>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Whole school behaviour training and SLT support Individual support for pupils who fall outside the usual Behaviour Policy expectations due to SEN or other circumstances.</p>	5,6,7

	Use of Paul Dix's research	
Meet & Greet process introduced to welcome the children into school and the classroom.	Paul Dix - Consistencies	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, public recognition and individual activities.		5,6
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>	<a href="https://www.tandfonline.com/doi/abs/10.1080/00131911.2018.1388612">https://www.tandfonline.com/doi/abs/10.1080/00131911.2018.1388612</a>	5,6,7
Educational Mental Health Practitioners deployed for targeted children, to address social and emotional needs.	To continue	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	6

	reduced levels of absence and persistent absence.	
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## 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.

## 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 2021 to 2022 academic year.

Our internal assessments show that the proportion of PP made less progress especially if they were SEN. However, a determined effort in the year, to engage pupils meant that the pupils in Year 2 and 6 achieved good RWM combined outcomes with PP making excellent progress.

We have found that harder to reach families have benefited from our pastoral support particularly with the price of school trips and music lessons. This is part of our ongoing strategy to enable families with PP/SEN pupils especially to have meaningful engagement with the school and establish trusting ongoing relationships.

Whilst there has been a significant effect on pupil mental health and wellbeing over the last couple of years – the dedicated time and focus of the Mental Health Team has mitigated the impact with timely actions and ongoing targeted interventions. As a result, the outcomes for the Pupil Premium and other disadvantaged groups across the school, shows a less broad gap than in previous years. However, the fact remains that the PP/SEN group especially, need to show more progress.

The impact of the enforced home learning time for our youngest pupils has had the most negative outcomes as those children missed daily writing and mathematics as well as the social and emotional support.

From the data we have, it is evident that writing needs to be a focus and continued work on benchmarking children accurately to ensure they are working from their correct start points, especially in maths takes place.