

2022/2023 Pupil Premium Strategy Review

1. Summary information					
School	Lakeview School				
Academic Year	2022/2023	Total PP budget	£94,335	PP Review	July 2023
Total number of pupils	455	Number of pupils eligible for PP	77	Date for new PP strategy Date for next internal review of strategy	October 2023 July 2024

2. Current attainment at Key Stage 2 (Year 6 2022-2023)		
	total	<i>Pupils eligible for PP (your school)</i>
Year 6		
% achieving in reading, writing and maths		2/14 = 14.3%
% achieving age related standards in reading		6/14 = 42.9%
% achieving age related standards in writing		7/14 = 50%
% achieving age related standards in in maths		3/14 = 21.4%
Year 2		
% achieving in reading, writing and maths		4/10 = 40%
% achieving age related standards in reading		6/10 = 60%
% achieving age related standards in writing		4/10 = 40%
% achieving age related standards in in maths		6/10 = 60%

3. Current PP attainment Whole School (2022-2023)		
	total	Pupils eligible for PP (your school)
% achieving age related standards in reading		53/77 = 68.8%
% achieving age related standards in writing		41/77 = 53.2%
% achieving age related standards in in maths		46/77 = 59.7%

4. Attainment/Attendance Data (2022-2023)	
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Foundation/ Early Years Disadvantaged Pupil Data Summary 2022-2023

- 81.8% of disadvantaged children achieved GLD (73% for the whole cohort)

Y1 Disadvantaged Pupil Reading Data Summary 2022-2023

- 78.6% of disadvantaged children met the expected reading standard (78.6% for the whole cohort)

Disadvantaged Pupil Data Summary 2022-2023

- KS1 disadvantaged children’s combined (Reading, Writing and Maths) was 40% (62% for school).
- KS1 disadvantaged children’s reading was 60% (73% for school).
- KS1 disadvantaged children’s writing was 40% (62% for school)
- KS1 disadvantaged children’s maths was 60% (77% for school)

KS2 Disadvantaged Pupil Data Summary 2022-2023

- KS2 disadvantaged children’s combined (Reading, Writing and Maths) was 14.3% (54% for school)
- KS2 disadvantaged children’s reading was 42.19% (69% for school)
- KS2 disadvantaged children’s writing was 50% (74% for school)
- KS2 disadvantaged children’s maths was 21.4% (66% for school)

Disadvantaged Pupil Attendance Data Summary 2022-2023

- Persistent absence rates for disadvantaged children was 93.4% (94.84% for the whole school)

5. Expenditure					
Academic year		2022/2023			
The three headings below enable schools to demonstrate how they have spent pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What was the evidence and rationale for this choice?	How was this implemented/impact?	Staff lead	Cost of implementation

<p>Increased percentage of children making progress and gap narrowed to achieve year-end age-related expectations</p> <p>Children are emotionally ready to and have a positive attitude to learning.</p>	<p>CPD program for subject leaders and staff to develop subject knowledge expertise in reading fluency</p> <p>Learning mentor training to support pupil wellbeing – all children completed PASS surveys in Autumn 2022</p> <p>Reading fluency training And all children engaged in reading 3 times per week</p>	<p>T & L outcomes, pupil progress meetings, termly assessments and Teacher feedback</p> <p>PASS surveys: Pupil attitudes to learning and behaviours</p> <p>Progress data, and subject trackers for reading, writing and maths</p>	<p>SLT led the development of the whole school curriculum intent and supported the professional development of Subject Leaders and staff.</p> <p>Regular CPD sessions were held to develop subject knowledge, understand pupil social/emotional needs, and to analyse learning outcomes and data</p> <p>SLT and subject leaders completed monitoring of data, books and interventions.</p> <p>Data shows that there has been mixed progress amongst our disadvantage children. In some cases our disadvantaged children have outperformed non-disadvantaged and vice versus. Outcomes achieved by the disadvantaged children in KS1 was good and this shows that the gap is not widening this will be monitored further next year.</p>	<p>Megan Holmes</p>	<p>£14625</p> <p>£5687.5</p> <p>£250</p>
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					Total spend	£20562.5
ii. Targeted support						
Desired outcome	Chosen action / approach	What was the evidence and rationale for this choice?	How was this implemented/impact?	Staff lead	Cost of implementation	
Effective, targeted interventions, which have a positive outcome on the learning and progress	Phonics, reading and maths targeted interventions both in/out of class: Phonics and reading fluency and teaching by stage not age	Whole school reading fluency and phonics baseline/screening assessments PIXL learning gaps	Monitoring and tracking process was developed Sample checking of interventions Book scrutinies TA tracking	Jackie Normanton Megan Holmes	£3510	
Year 3 targeted reading and maths tuition	Small group tuition	Year 3 tuition as an introduction – measured impact of tuition sessions	Monitoring and tracking process developed Sample checking of interventions Baseline assessments	Megan Holmes	£1050	
Children to receive social, emotional and pastoral support.	1:1 and group S & E interventions to meet individual needs.	Teacher/SEND observations and Professional assessment outcomes such as Boxall /Social communication, S& L PASS survey results well-being-teacher and parent feedback	Professional Assessments completed Interventions in place; monitoring and measure impact for effectiveness. Specific programs in place to support needs This year, staff have worked incredibly hard to support children and our families. The learning mentor and AHT have supported families based on need and will continue to support families next year. The process of selecting children and families will be developed to ensure all children who require support receive it. This support will continue to be pivotal going forward.	Jude Mosby	£10725	

Motivation and engagement in learning	CPD staff meeting Pupil Progress Meetings Use of catch up funding (separate budget)	Subject leader development to maximise pupil outcomes and motivate disengaged children. Progress data and pupil voice	Curriculum reviewed and evaluated Planning and book monitoring Pupil voice	Megan Holmes	Catch up funding – Separate budget
Total Spend					£15285
iii. Other approaches					
Desired outcome	Chosen action / approach	What was the evidence and rationale for this choice?	How was this implemented/impact?	Staff lead	Cost of implementation
Children have access to school uniform, and this improves attendance.	School uniform budget available for parents to access.	Children may be reluctant to come to school if they do not have or cannot afford pieces of uniform. We wanted to ensure that these children were happy to come to school.	Children’s school attire spot checks to ensure appropriate and sufficient dress Attendance is monitored through first day response and weekly reporting Our attendance as a school was 94.84%. This was higher than the National average of 92.5%. Strategies to monitor pupil attendance are in place and incentives have been introduced. This has emphasised the importance of attendance for all. Attendance will continue to be a focus next year and incentives will continue to be developed and embedded	Natalie Cortese	£200 £3510 £3710
Children will be ready for their learning at the start of each school day.	Meet and Greet	To ensure children are attending school and ready to learn and make progress, children are greeted on the gate and supported if	Learning Mentor on KS2 gate AHT on KS1 Gate	Megan Holmes Judith Mosby	£5850

		struggling in the morning			
LAC children to have access to a full, enriched wider curriculum.	Provide a wide range of Enrichment opportunities	<p>Enrichment boosts learning, self-esteem and engagement.</p> <p>To ensure children have access to a range of enriched life experiences. – Trips were considered for each year group and offered to all</p>	Sought pupil/teacher/parent feedback and provided opportunities for the children to engage in and supported them in taking part.	Megan Holmes	<p>Separate to PP funding. LAC funding used.</p> <p>LAC £600 per term – spent separately</p>
Curriculum enrichment opportunities to be regular and powerful.	Funding for curriculum enrichment opportunities in all year groups.	<p>To support engagement in learning, our children require regular, quality enrichment opportunities such as trips or in-school impact days and visits were focused upon and evaluated once taken place.</p> <p>These opportunities are not likely to be experienced at home and this is why it was imperative to happen at school.</p>	Subject leaders monitored and evaluated the impact of opportunities and have obtained pupil and parent feedback.	<p>Jackie Normanton</p> <p>Megan Holmes</p> <p>Meriel Strange</p>	<p>Approx:</p> <p>Paxton Reception Kenilworth Y1 Safety Centre Y2 Faith Tour Y3 Science Museum Y3 Tower of London Y4 Y5 Space Duxford Y6</p> <p>£616.75</p>
Children to be able to take part in a residential visit.	Enable all pupils to attend a residential	Some children have been unable to attend residential	Our residential visits and venues are selected to meet our children's needs. Evaluated the visit and obtained pupil feedback.	Jackie Normanton	£1300

	when ran in their academic year.	visits due to a lack of financial support from home. We enable all children to have access to at least one residential during their primary school years.	Families supported to ensure all children can attend and finances are not a reason for non-attendance		
Attendance to be in line with non-PP children	Continue to provide attendance initiatives, rewards and incentives.	To ensure that children make the most of their learning opportunities, we have a high-profile whole-school attendance focus	Attendance rates are closely monitored Weekly whole school communication meetings are held where levels dip End-of-term attendance prizes are high-profile and desirable.	Jude Mosby Megan Holmes	£3510
CLUBS, SWIMMING, MUSIC TUITION	Clubs available to all children	Ensure that all children can participate and maximise their experiences. Due to a lack of financial support from home, children were not always able to fulfil their potential and this is something we continue to monitor.	Subject leaders monitored and evaluated the impact of opportunities and obtained pupil and parent feedback. PP parents to be informed of this explicitly to ensure all PP children are taking advantage of this	Megan Holmes Natalie Cortese	Clubs £1575 Swimming £190 Music Lesson £3011.25
Forest school ambassadors	Children given alternative enrichment	Children who were unable to attend residential were able to participate in their own way through becoming Forest School ambassadors	All children in the cohort were given an enrichment opportunity	Jackie Normanton	£840

		PP children were able to support younger year groups and have an alternative enrichment experience			
Provision of free school meals for all pp children	Children to be ready to learn	FSM provided to all children who are entitled.	Parents encouraged to apply for FSM.	Jan Hubbard	£58500
Total Spend					£24313/£82813
Total budget available: £94,355			Overall Spend: £118,660.50 including FSM		£60160.5