



Pupil premium strategy statement for Lakeside Primary

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	196 (Rec – Y6)
Proportion (%) of pupil premium eligible pupils	28.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	N.Probert
Pupil premium lead	N.Probert
Governor / Trustee lead	S. Waite/N. Rose

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,880 based on 56 children
Recovery premium funding allocation this academic year	Not receiving this year
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	Accounts not finalised yet

Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£82,880
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Part A: Pupil premium strategy plan

Statement of intent

When making decisions about the use of Pupil Premium funding it is important to consider the context of the school and the challenges we are facing. Research conducted by EEF should then be used to ensure the effectiveness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be; less support at home; weaker language and/or communication skills; low confidence; more frequent and/or complex behaviour difficulties; and low attendance and/or punctuality concerns. Individual family situations may also prevent children achieving their potential. With such varied challenges, there is no “one size fits all” approach.

The main objectives on Pupil Premium spending are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed expected progress
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- To provide real-life/enrichment experiences and opportunities that may not be available to disadvantaged pupils.

We aim to do this by:

- Ensuring that our curriculum and all teaching and learning opportunities meet the needs of all pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil
- Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil premium interventions at one time

Strategies used to achieve these objectives include:

- Ensuring all teaching is good or better.
- Additional adult support in all year groups to reduce ratios of pupil – teacher and allow additional interventions of individual and small groups of pupils.
- Access to high quality physical and online resources that support rapid progress in.
- Funding for activities, educational visits and residential.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Access to external professional support services, including behaviour, educational psychology and SEND support.
- Providing a dedicated family support advisor to support families, monitor and support attendance and punctuality and deliver training.
- Providing interventions

Challenges

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

Challenge number	Detail of challenge
1	Poor entry to EYFS, most significantly personal, social, emotional development, language and communication skills and school-readiness.
2	Slower progress in attaining basic skills in reading, writing and maths
3	Underdeveloped age-appropriate social skills when working collaboratively
4	Underdeveloped age-appropriate behaviours and attitudes to learning
5	Attendance and punctuality concerns
6	Limited ability of families to support learning
7	Limited real-life, enrichment or experience opportunities

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
Attainment in EYFS	Disadvantaged pupils achieve attainment in GLD as non-disadvantaged pupils

Progress in Reading	Achieve National Average progress scores for disadvantaged pupils in KS 2 Reading
Progress in Writing	Achieve National Average progress scores for disadvantaged pupils in KS 2 Writing
Progress in Maths	Achieve National Average progress scores for disadvantaged pupils in KS 2 Maths
Attainment in RWM combined	Achieve National Average for RWM combined at the end of KS 2
Attendance of disadvantaged pupils	Ensure attendance of disadvantaged pupils is in line with non-disadvantaged and whole school target of 95%

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)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff accessing CPD on:</p> <ul style="list-style-type: none"> • Teachers and key staff to complete Team Teach de-escalation training • All staff to receive de-escalation training • Autism Awareness training • Precision teaching – Staffordshire EP informed approach to teaching English • Therapeutic interventions • Emotion coaching • Attachment informed practice • RRP Pathway training supported by the virtual schools. • Boxall profiling • <i>Online training platforms SSS Learning and Behaviour 360</i> <p>Cost of CPD - £5,000</p>	<p>EEF guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD.</p> <p><i>We have analysed the needs to the children in school and recognise that we need to support staff in having the knowledge, understanding and skills to provide the children with the best opportunities to succeed and close the attainment gap.</i></p> <p>EEF (+6) - Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children’s spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as ‘sustained shared thinking’ or ‘guided interaction’. Approaches usually involve an early years professional, nursery teacher or teaching assistant, who has been trained in the approach, working with a small group of children or individually to develop spoken language skills.</p>	<p>1, 2, 4</p>

	<p>EEF (+5) - Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p> <p>EEF (+4) - Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>EEF (+7) - Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating and taking responsibility for their learning and attitudes to learning.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £11,658.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Support staff in targeted class in school</p> <p>Cost – £11,658.34</p>	<p>EEF (+4) - Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used in a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><i>Analysis of attainment and progress data in all year groups shows a need to allow staff to support children in smaller groups to allow gaps to be closed and expected or more than expected progress to be made in reading, writing, maths and communication and language. Targeted classes have an additional member of staff. Identified KS 1 and 2 children will also be receiving additional intervention from support staff as a part of an evidence based intervention programme.</i></p> <p>EEF (+4) - Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	<p>1, 2, 3, 4</p>
<p>Providing appropriate external support for families and children in need, e.g. Inclusion services, mental health services, behaviour support, Full time Senior Family Support Worker,</p> <p>Cost - FSW (see below)</p>		
<p>Access to online reading books on the school virtual library as well as updating school reading materials</p>	<p>EEF (+6) - Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or</p>	<p>1, 2, 3, 4</p>

<p>Purchase subscription to Literacy Shed Reading VIPERS</p> <p>Cost - N/A</p> <p>Look to use existing electronic devices to support engagement of reading.</p> <p>Cost – N/A</p>	<p>semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p><i>Survey findings show that a large percentage of our disadvantaged children have access to a tablet or mobile technology at home and prefer accessing reading in this way. Source online reading materials through Oxford Owl, Book Trust, Bug Club etc. which all children from reception – Year 6 will access</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £65,803

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker appointed to work with our most vulnerable and disadvantaged families to support in all aspects.</p> <p>Cost - £44,931</p> <p>Additional staff appointed to support those pupils who dysregulate. Those staff to be trained on RRP model. Behaviour to be improved through investing in relationships. School relationships and behaviour policy to reflect this with their being a culture of high</p>	<p>EEF (+4) - Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • Approaches and programmes which aim to develop parental skills, such as literacy or IT skills; • General approaches which encourages parents to support their children with, for example reading or homework; • The involvement of parents with their child's learning activities, and • More intensive programmes for families in crisis. 	<p>5, 6, 7</p>

<p>support and high challenge.</p> <p>Cost - £16,934</p> <p>Access to wrap around facilities (breakfast club/after school club) to ensure attendance, good breakfast and settled ready to access the days learning.</p> <p><i>Online training platforms SSS Learning and Behaviour 360 used to support CPD for staff to help children expand their window of tolerance and regulate their emotions</i></p>	<p><i>Experience and knowledge of our community shows that providing a familiar person, who builds long standing trusting relationships with families, enables us to provide support, signposting and facilitate successful school experiences and academic attainment and progress. Our family support worker is available to all our families but works particularly closely with the most disadvantaged.</i></p> <p><i>Our FSW also combines their role as the attendance officer to enable families to improve attendance and punctuality where there is a recurring issue.</i></p>	
<p>Attendance officer forms part of the FSW duties in support school in raising children's attendance (half a day a week)</p> <p><i>Cost – FSW (see above)</i></p>		
<p>Financial support to allow children to access educational visits and residential activities</p> <p><i>Cost Residential Trip – £750</i></p>	<p>EEF (+3) - Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive residential courses or shorter courses run in schools or local outdoor centres. Arts participation is defined as involvement in artistic and creative activities, such as dance, drama,</p>	

<p><i>Whole Class Ensemble Teaching of an instrument in Year 2 and Year 4 - £3188</i></p>	<p>music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p><i>Evidence shows that increased opportunities for extracurricular and enrichment opportunities and experiences support children's vocabulary development and then their academic attainment and progress. We will ensure that all children have access to these activities, opportunities and experiences.</i></p>	
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Total budgeted cost: £82,461.34

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Attainment: (End of Year)

Reading

Yr Group	Attainment	All	Boys	Girls	FSM	Non FSM	SEND	PP
1	S1+	55/14	59/18	50/8	67/0	52/17	0	67/0
2	S2+	85/15	92/23	79/7	67/17	90/14	0	71/14
3	S3+	68/18	61/22	80/10	71/29	67/14	50/17	71/29
4	S4+	65/19	43/14	74/21	43/0	74/26	33/0	43/0
5	S5+	77/27	82/45	73/13	50/0	85/35	0	67/0
6	S6+	90/14	81/25	100/0	71/0	95/18	67/0	75/13

(Figures after slash represent those pupils exceeding the expected standard)

Writing

Yr Group	Attainment	All	Boys	Girls	FSM	Non FSM	SEND	PP
1	S1+	62/3	71/0	50/8	67/0	61/4	0	0
2	S2+	74/11	77/15	71/7	50/0	81/14	0	57/14
3	S3+	39/4	39/6	40/0	43/0	38/5	17/17	43/0
4	S4+	54/12	43/0	58/16	29/0	63/16	0	29/0
5	S5+	73/15	82/27	67/7	50/0	80/20	0	56/0
6	S6+	79/0	81/0	77/0	71/0	82/0	50/0	75/0

(Figures after slash represent those pupils exceeding the expected standard)

Mathematics

Yr Group	Attainment	All	Boys	Girls	FSM	Non FSM	SEND	PP
1	S1+	69/0	71/0	67/0	83/0	65/0	33/0	83/0
2	S2+	81/15	92/31	71/0	67/17	86/14	0	71/29
3	S3+	82/0	78/0	90/0	100/0	76/0	50/0	100/0
4	S4+	69/0	86/0	63/0	57/0	74/0	33/0	57/0
5	S5+	85/23	100/45	73/7	67/0	90/30	0	67/0
6	S6+	79/21	81/38	77/0	57/0	86/27	33/0	63/13

(Figures after slash represent those pupils exceeding the expected standard)

RWM

Year Group End of year Expectation	RWM matched for end of year(%)	Floor Targets 2024 (%)
1	55	65
2	72	65
3	11	65
4	54	65
5	69	65
6	76	65
		Y6 NA 2024 61