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| **School** | **Lakeside Primary Academy** | | | | | | | | |
| **Summary Information** | | | | | **2020** | **2021** | **2022** |  | |
| **Academic Years beg.** | **2020** | **2021** | **2022** | **Total PP Budget** | **£147, 950** |  |  | **Date of most recent PP review** | January 2020 |
| **Total number of pupils** | **362** |  |  | **Number of eligible PP pupils** | **110** |  |  | **Date for next external review of this strategy** | January 2021 |

**Pupil Premium Strategy Statement 2020-2023**

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| **Attainment Outcomes at Y6** | | | | | | | |
| **Figures for pupils eligible for PP** | **2020** | **2021** | **2022** | **Nat. figures for pupils not eligible for PP** | **2020** | **2021** | **2022** |
| % achieving expectation in reading |  |  |  | % achieving expectation in reading |  |  |  |
| % achieving expectation in writing |  |  |  | % achieving expectation in writing |  |  |  |
| % achieving expectation in maths |  |  |  | % achieving expectation in maths |  |  |  |
| Progress measure in reading |  |  |  | Progress measure in reading |  |  |  |
| Progress measure in writing |  |  |  | Progress measure in writing |  |  |  |
| Progress measure in maths |  |  |  | Progress measure in maths |  |  |  |
| **Attainment Outcomes at Y2** | | | | | | | |
| **Figures for pupils eligible for PP** | **2020** | **2021** | **2022** | **Nat. figures for pupils not eligible for PP** | **2020** | **2021** | **2022** |
| % achieving expectation in reading |  |  |  | % achieving expectation in reading |  |  |  |
| % achieving expectation in writing |  |  |  | % achieving expectation in writing |  |  |  |
| % achieving expectation in maths |  |  |  | % achieving expectation in maths |  |  |  |

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| **Strategy (Cultural Capital)** | |
| **A** | Quality First Teaching – understanding barriers and addressing needs. |
| **B** | Better Reading skills at every age and stage |
| **C** | Social and emotional health needs addressed for all children, but especially those who are underachieving |
| **D** | Improve attendance of pupil premium pupils, focus on persistent absence |

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| **TEACHING** |

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| **Strategy** | **Desired outcome** | **Chosen approach/approaches** | | **Evidence & Rationale** | | **Staff lead** | **Milestone indicators** |
| **A**  Some pupils may not working at an age related level and have conceptual gaps or misconceptions | Quality First Teaching results in improved outcomes for all pupils  For PP children to attain ARE/ GD at the end of the academic year or ensure that when children are working below ARE they are catching up quickly.  Better teaching and directed support ensures disadvantaged children keep up with their peers.  Pupils keep up not catch up. | * Teachers and staff in year groups and cohorts to work as teams to identify and provide keep up support where identified. * Cohort action plans in place that identify gaps in learning and next steps. Cohort review meetings every 3 weeks with HT/DHT/SENCO and SLT members. * Support staff to be class based for same day intervention: including pre and post teaching * Class teacher to direct the learning of disadvantaged pupils and provide the majority of their teaching. * Class teachers released from class to provide target support sessions * SLT lead coaching programme for support staff * QLA used to ensure and inform precision teaching. | | Sutton Trust found that, ‘The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers  Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.  Small group tuition having an impact of +4 months (EEF)  Meta-Analysis of research by John Hattie breaks down quality teaching into:  Pupils having clear goals/objectives.  Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. | | Headteacher (JB)  Disadvantaged Pupils Champion (LM)  SLT  Phase leaders  Subject leads | Overall attainment and progress gap diminishes between PP and non PP children and lead to improved outcomes at the end of the year.  FFT targets (which are aspirational for individual children FFT20) are achieved.  Monitoring is completed on a termly basis via data analysis.  Headteacher leads 3-weekly monitoring cohort reviews of pupil progress, including evidence in books.  Individual pupil progress tracking shows improvements.  Group data analysis shows gaps are closing/ have closed |
| **B**  Limited speech and language and/or vocabulary skills | Improve accuracy and fluency of reading for all PP with a focus on Early Reading strategies in EYFS and KS1 and Novel Study in KS2.  Improve attainment for boys so that they are consistently in line with girls, particularly in reading and writing. | * Ensure class books are used in context and often linked to subject topics. * Teacher modelling of language and oracy. * High profile of new words and important vocabulary in all lessons and subjects. * Identify key tier 2 and 3 vocabulary to be taught as part of units/topics. Display and use. * Introduce detailed, sharp, ongoing assessment systems and recording processes in F2 and Y1 (individual booklets and class grapheme trackers) to ensure teaching and texts are matched to need. * Reader on a Page to accurately track progress in Reading in KS1/KS2 * Communication Champions in KS1/KS2 * SALT training for all staff * Novel study books to be high quality with challenge, cross-curricular linked where possible. * Fluency is promoted and taken into account as well as decoding before children progress though book bands * Rapid Readers for children to improve fluency 1:1 * Increase the profile of reading and reading for pleasure by work with Doncaster Stories. * Promote poetry and performance.   **Phonics**   * RWI coaching for all staff * Development Days throughout the year to enhance staff knowledge * Regular assessment * Regular monitoring of Phonics provision * RWI 1:1 interventions where needed * Catch-up plan to include 2 Phonics sessions per day   **Boys**   * Novel study books to chosen specifically for boys’ engagement * Use of visits, visitors and experiences for writing hooks * SEN support plans to support lowest achieving boys | | Pupils entering school in EYFS generally have very low attainment in English, with oracy, reading and vocabulary skills and understanding below that of others of their age.  The Early Catastrophe Paper (Hart and Risley, 2003) reports:  Vocabulary at age 3 of a child from a disadvantaged family: 500 words.  Vocabulary at age 3 of a child from a professional family: 1100 words  EEF Sir Kevan Collins:  ‘In my view, the most important thing a school can do for its pupils – and for society – is to teach them to read and write well’.  EEF toolkit states that phonics interventions have a +4 months impact on the most vulnerable pupils  EEF guidance report Improving Literacy in KS1 states that effectively implementing a systematic phonics programme has ‘very extensive’ evidence to suggest it will be effective. It states progress should be monitored, lessons should be engaging and all staff should receive training.  A sharp focus on phonics acquisition and language skills for communication gives them a foundation to make good progress through school.  Attainment gap between boys and girls in KS2 is consistently wide. | | Headteacher (JB)  English Leads (KM/KM)  SLT  Phase leaders | Monitoring is completed on a termly basis via data analysis.  Headteacher leads 3-weekly monitoring cohort reviews of pupil progress, including evidence in books.  Individual pupil progress tracking shows improvements.  Monitoring shows that children have books matched to need, children have the opportunity to read in all subjects, teachers ensure that all children can access the class novel and are developing their reading skills and vocabulary because of this.  Regular Phonics assessments |
| **Impact measures** | | | | | | | |
| **2021** | | | **2022** | | **2023** | | |
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| **TARGETED ACADEMIC SUPPORT** |

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| **Strategy** | **Desired outcome** | **Chosen approach/approaches** | | **Evidence & Rationale** | | **Staff lead** | **Milestone indicators** |
| **C**  In some cases, learning skills may need developing, e.g. organisation, commitment, resilience, self-regulation and personal aspiration | Early identification of children with significant needs  Children with SEMH needs to be targeted early and accurately and support provided.  Increase % on the Thrive assessment tool each term for all children | * Appointment of SENDCO/Inclusion Manager as non- class based. * Whole class Thrive screening * Thrive practitioner to be based in class in specific cohorts where need is high * SENCO to attend cohort reviews and work scrutiny * All work scrutinies to include SEN pupils from each class * External SEN support from RLT SEN Lead * B Squared SEN assessment for accurate tracking of children with significant need * Well-Being Hub as a base for SEND, family support and family learning * SENDCO works with teachers to improve their capacity to support children, including strategies and resources. * SENDCO proactively engages outside agencies to provide additional support and advice where appropriate. * Promotion of the school’s Values: Stay Safe, Be Kind and Respect Others. * Conduct Code: the 3 Cs: Calm, Careful and Considerate * Learning Behaviours: Lakeside Learners * Reward system for all the above: Rainbow Rewards * Promotion of FBV: tolerance, equality and democracy | | A high percentage of children with SEND support plans also fall into the PP group.  Accurate identification need and careful monitoring of individual targets, support plans and bespoke provision in class will allow them to make progress in all areas of the curriculum.  EEF toolkit states social and emotional strategies have a +4 month impact on disadvantaged pupils | | HT (JB)  SENDCO/Inclusion Manager (SS) | Cohort reviews will show evidence that identified children are making progress  Thrive plans and assessments show progress |
| **D**  In some cases, consistent attendance and punctuality. | Attendance and punctuality of PP children to improve significantly  Decrease in pupil absence  Decrease in PA | * New reward scheme for attendance including prizes * PSA/Attendance support officer to closely track groups and create case studies that demonstrate impact. * Daily late gate and home visits * Early Intervention approach * Free Breakfast club | | EEF research shows that a free breakfast club offering a nutritious meal before school can boost outcomes by the equivalent of two months progress per year.  Pupils must be in school regularly and on time to be ready to learn and avoid gaps in learning.  PA is above the national figure | | HT (JB)  Parent support officer/Attendance officer (RS) | Weekly attendance reports show increase in attendance for PP children.  PP attendance to be in line with national and other children. |
| **F**  In some cases, a lack of regular routines including home reading, homework, spellings and having correct equipment in school. | All children with additional needs, including SEMH needs and barriers to learning are identified and a plan put in place to support their learning. | * ParentKind to support enhancement of parental engagement in school. * Parent support advisor to work with families to support all approaches * Family Support Manager to identify parents for additional support * School VLE and home learning protocol to increase the amount of home learning that children have access to. * Teachers to monitor engagement with the online systems e.g. VLE, Maths with Parents. * Teacher to provide teaching videos if pupils are self-isolating. * PSA attends TACs, EH/Social Care meetings * Evolve Health Mentor apprenticeship to start (HLTA cover for absence on course) * Rainbow Rewards based on the 3Cs and Lakeside Learners. * Thrive mentors support on playground at lunch * SENDCO manages quality lunchtime clubs, including yoga. * Thrive action plans in place and progress tracked | | Good relationships between school and parents appear to be part of a community-oriented climate that can foster academic resilience, in particular among disadvantaged pupils (Borman & Rachuba, 2001)  Accurate identification need and careful monitoring of individual targets, support plans and bespoke provision in class will allow them to make progress in all areas of the curriculum. | | HT (JB)  Parent support officer/Attendance officer (RS)  SENDCO/Inclusion Manager (SS) | Thrive monitoring shows progress  Children can talk about how they are feeling and say what they need to do to stay emotionally regulated |
| **Impact measures** | | | | | | | |
| **2021** | | | **2022** | | **2023** | | |
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| **WIDER STRATEGIES** |

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| **Strategy** | **Desired outcome** | **Chosen approach/approaches** | | **Evidence & Rationale** | | **Staff lead** | **Milestone indicators** |
| **E**  In some cases, access to resources, such as books, libraries and life experiences | Disadvantaged children to have access to a wide range of experiences | Trips, visits, clubs to be subsidised for PP children so they have the same opportunities and experiences as non-disadvantaged children including Forest School, School Choir and School Sports teams | | Ofsted:  *The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.* | | HT (JB)  Disadvantaged Pupil Champion (LM)  Business Manager (KV)  SENDCO/Inclusion Manager (SS) | School will track which pupils access wider opportunities and will proactively seek to engage families and enable participation.  Curriculum experiences will develop cultural capital for all children. |
| **E**  In some cases parental reticence to engage | Parental engagement in children’s learning, educational outcomes, the curriculum and the wider opportunities of the school | * Parent support advisor to work with families to support all approaches * Parent support advisor to work with families to support all approaches * Family Support Manager to identify parents for additional support * School VLE and home learning protocol to increase the amount of home learning that children have access to. * Teachers to monitor engagement with the online systems e.g. VLE, Maths with Parents. * Teacher to provide teaching videos if pupils are self-isolating. * School will develop its communication by a new more accessible website with FB and Twitter feeds and links. * Curriculum events for parents throughout the year * Maths with Parents programme for KS1 initially * ParentKind to support school to develop parental engagement | | Good relationships between school and parents appear to be part of a community-oriented climate that can foster academic resilience, in particular among disadvantaged pupils (Borman & Rachuba, 2001)  EEF research states that parental engagement has a +3 month impact on disadvantaged pupils. | | HT (JB)  Disadvantaged Pupil Champion (LM)  Business Manager (KV)  SENDCO/Inclusion Manager (SS)  Parent Support Advisor (RS) | School will track which pupils access wider opportunities and will proactively seek to engage families and enable participation.  Track parent engagement at events and with specific programmes, such as Maths with Parents.  Increase in attendance at curriculum events and parents evenings. |
| **Impact measures** | | | | | | | |
| **2021** | | | **2022** | | **2023** | | |
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