

# Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Lakeside
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2024
Date this statement was published	31/01/24
Date on which it will be reviewed	10/05/2024
Statement authorised by	G.Evans
Pupil premium lead	G.Sanders
Governor / Trustee lead	D.Chamberlain

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,975
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	N/A

## Part A: Pupil premium strategy plan

### Statement of intent

*Our key aims this year are to increase attainment so that more of our pupils are at or above age-related expectations by July 2024 and accelerate the progress of the most disadvantaged pupils so that the gap between pupils eligible for Pupil Premium and their peers is reduced in all areas compared to summer 2023. The School will use achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly, rather than just using the data retrospectively to see if something has worked. In order to close the gaps, we always use the best practice and research. This leads us to conclude that the most effective ways to raise attainment for all and close the gaps for the most disadvantaged are through:*

- Improving the quality of provision across the board, in particular the quality of teaching in classrooms – we do this by (a) ensuring our staff are well-trained and have adequate time to carry out their roles and (b) ensuring good support in each class to rapidly address any underachievement.*
- Carefully considered interventions and activities to target specific needs – we do this by having additional teaching and support staff who can put in specific interventions for particular groups.*
- Increasing enjoyment of and participation in all aspects of school life – we do this by subsidising a range of activities and clubs.*

*Collaborative work with other schools to find the best ways to evaluate the impact of pupil premium on teaching and learning will also be a focus as well as making all staff aware that due to the nature of Lakeside School part of the funding for their wages and salaries is drawn from the pupil premium budget so therefore this needs to be referenced in performance management targets and evaluation.*

### Challenges

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

Challenge number	Detail of challenge
1	All students have Education and Health Care Plans and have individualised SEN targets.
2	56% of students are eligible for Pupil Premium, all of which have Social, Emotional and Mental Health difficulties.

3	The majority of pupils have extended gaps in their previous education.
4	A large percentage of pupils are below their expected age related targets on entry. Literacy and numeracy skills are below the national average.
5	Many families have difficulties within the home that impact on students' ability to learn that require support from outside agencies. Some students have medical conditions that can impact on their learning and require support from outside agencies. Poor attendance can be a major barrier to learning and progress. A number of pupils are involved in anti-social and criminal behaviour outside of school. An increasing number of students require ASD 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
To promote and support learning and support for those in need of emotional and social support.	The continued usage of 2 HTLAs (with ELSA specialism) and the employment of an additional LSA with the required literacy skillset to impact progress for most below national average SEN pupils.
To access learning opportunities and develop improved confidence and self- esteem, greater independence, better behaviour and collaboration.	Improved achievement and behaviour scores in class. More students to have experience of enrichment learning opportunities
GCSE preparation, Further development of literacy and numeracy skills. Social skills development, team building and PLTS.	A higher number of pupils achieving 5 x 1-9 grades at GCSE and an improvement in literacy and numeracy skills. Development will be recorded on individualised pupil profiles/assessment tracker and will include an evaluation of pupil progress regarding social skills.
To access learning and examination support. Structured programme of intervention/ booster sessions in English and Maths.	A higher number of pupils achieving 5 x 1-9 grades at GCSE and an improvement in reading/spelling ages and numeracy skills. A positive movement in the schools Progress 8 differential 2023/2024.
Improve motivation and behaviour. Incentives and rewards for engagement and positive progress.	Greater whole school attendance, an improvement in weekly scores, leading to more rewards for targeted pupils.

## 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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
GCSE preparation, Further development of literacy and numeracy skills. Social skills development, team building and PLTS.	Proven to be effective over previous years. Enrichment activities enhance the learning experience of pupils and lead to greater engagement in the curriculum and therefore more academic progress.	3
<i>To access learning and examination support. Structured programme of intervention/ booster sessions in English and Maths. Implemented with Specialist teacher contributions for additional teaching, testing and exam support.</i>	Pupils with lower literacy and numeracy skills perform poorly in their GCSE exams and fail to achieve their targets.  Students with a reading age below 5 require intensive intervention to support their learning and boost progress in reading and spelling.	4

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To promote and support learning and support for those in need of emotional and social support.	Proven to be effective over previous years. The 2 ELSA trained HTLAs will provide specialist support for those pupils who are the most emotionally vulnerable. (focus on year 7 intake) , An additional 4 ELSAs will be trained this year. 2 student social workers to assist with support to students as per previous years.	1

<i>To improve attendance and learning support.</i>	Proven to be effective over previous years. Not all pupils have the resources to continue with the learning experience when not in school.	5
<i>To improve specialist provision for the most vulnerable and ASD pupils.</i>	An ASD specialist coordinator and an OT have been employed to help the most vulnerable pupils in the school.	5

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

Budgeted cost: £10,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
To access learning opportunities and develop improved confidence and self-esteem, greater independence, better behaviour and collaboration. Team building, outdoor/cultural/historical and geographical experience + GCSE field trips.	Pupils that have attended school residential trips have returned to school with a more positive attitude and have been keener to engage in lessons and are more aspirational in their outlook. The team building and social skills have translated into improved attendance and greater academic progress.	2
<i>Improve wellbeing, pupil's health and behaviour.</i>	A breakfast club has proven to be effective over previous years.	4
<i>Improve motivation and behaviour. Incentives and rewards for engagement and positive progress.</i>	Proven to be effective over previous years. As part of a rewards and sanctions point scoring system, the need for quality incentives for pupils to achieve greater progress is of paramount importance. The raffle ticket reward system introduced in pre COVID has been very successful in improving pupil engagement, particularly in the lower school.	5

**Total budgeted cost: £ 52,000.00 approx.**