

Pupil premium strategy statement – The Lakes School

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 | 468 |
| Proportion (%) of pupil premium eligible pupils | 40 (8.5%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 22/23 23/24 24/25 |
| Date this statement was published | 07.11.22 |
| Date on which it will be reviewed | Sept 23 |
| Statement authorised by | Sharon Rainey |
| Pupil premium lead | Gareth France |
| Governor / Trustee lead | Jacqui Douglas |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £46,640 |
| Recovery premium funding allocation this academic year | £0 |
| 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> | £46,640 |
| 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> | £46,640 |

Part A: Pupil premium strategy plan

Statement of intent

At The Lakes School our intention is that all pupils irrespective of their background, starting point, or challenges receive the highest quality of education to enable them to make good progress and become active, socially responsible citizens of the future.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives: In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Target funding to ensure that all pupils have access to educational trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities such as sports and music
- Provide appropriate support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Gaps in overall attainment including reading, writing, maths and phonics |
| 2 | Social, emotional and mental health |
| 3 | Attendance and punctuality |
| 4 | Access to wider opportunities |
| 5 | Parental engagement |

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 |
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| Carefully targeted and effective intervention is delivered to our disadvantaged students, whether that is academic support or pastoral support. | <ul style="list-style-type: none"> • Strategic liaison between Curriculum leads, SENCO and PP coordinator to have a diagnostic analysis of students for targeted interventions. • Utilise academic tutoring with known colleagues. Review this frequently. • Targeted interventions including IDL, reading, additional literacy and numeracy, with regular review on progress. • Increased focus on phonics with individual assessments and targeted support on phonics. |

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| <p>Continue to offer outstanding care with enhanced pastoral support internally, supported by external providers.</p> | <ul style="list-style-type: none"> • To continue to offer wider strategies on an individualised basis to students who may need enhanced pastoral support, including work with external providers and school counsellors. • To conduct regular pastoral meetings and review provision for students. • Reviewed PD curriculum to cover all British Values, Social, Moral, Spiritual and Cultural aspects, along with important and relevant topics. • To liaise closely with parents and carers at all times. • Mental Health practitioners to support students within school |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Students and families are supported to re-establish the routines, expectations and structure of school.</p> | <ul style="list-style-type: none"> • Reduce the number of persistent absentees (PA) among pupils eligible for PP. • Overall attendance among pupils eligible for PP improves to be in line with NPP pupils, so that the % sessions missed is broadly in line with the National average. • Sustained higher attendance from 2024/25 |
| <p>Increased exposure to/participation in a variety of new experiences to broaden minds and facilitate increased access to the curriculum.</p> <p>Curriculum equity is prioritised and higher attaining PP students access an academically challenging curriculum that leads them to level 3 post 16 study or apprenticeships.</p> <p>Support with D of E and work experience where applicable.</p> <p>Actively reinvigorate the wider strategies of extra-curricular, enrichment, trips, DofE award and all school events.</p> | <ul style="list-style-type: none"> • Sustained high levels of wellbeing from 2024/25 demonstrated by: A significant increase in participation in enrichment activities, particularly among disadvantaged students. • HA students access post 16 study or apprenticeships at level 3 • All disadvantaged students take part in at least one educational visit - to offer varied educational trips, actively encourage disadvantaged students and offer financial support where needed. • Same proportion on PP and NPP participate in work experience weeks (Y10). |
| <p>Increased communication with PP parents and a greater uptake of PP parents engaging with school events.</p> | <ul style="list-style-type: none"> • Regular communication regarding attendance. |

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| | <ul style="list-style-type: none"> • Support from pastoral team regarding behaviour and well-being. • Teaching staff to increase contact to promote positives and address concerns • Form tutors to further develop positive relationships with parents to ensure school events are strongly promoted. |
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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: £ 14500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Staff INSET Sessions | <ul style="list-style-type: none"> • Consistent approaches and shared language around teaching and learning to improve the quality of education for all. • ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’ – EEF Pupil Premium Guidance Report. • Sutton Trust – quality first teaching has direct impact on student outcomes. | 1,3 |
| Head of Department, Departmental Meetings and Staff Teams Training. | <ul style="list-style-type: none"> • Leadership of the quality of education is prioritised in each meeting with follow up support and development opportunities. • ‘Pupil Premium funding is a valuable focus to support senior leaders in raising the attainment of disadvantaged young people’ – Closing the Attainment Gap, EEF | 1,3 |
| To improve the quality of feedback for the PP cohort. All PP marked in Arbor | <ul style="list-style-type: none"> • If teachers know who the PP students are they can ensure they are targeting them with verbal and written feedback, AFL, questioning, grouped for collaborative learning, and provided individualised instructions more frequently. • PP students are in need of targeted support in class if they are underachieving, and this strategy allows these students to have more immediate | 1,3 |

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| | <p>intervention. Pride in presentation, Use of purple pen for progress</p> <p>+6 months impact – Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>+5 months impact – Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p> | |
| Accelerator Reader - targeted students with reading ages below their chronological age supported by Student Development Co-ordinator | Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) | 1, 3 |
| Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. | Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) | 1, 3 |

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

Budgeted cost: £ 16,300

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Pupil Premium 1:1 Tuition (SG) | <ul style="list-style-type: none"> Quantitative data will be used to evidence the progress and impact of this tutoring. 'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. – Closing the Attainment Gap', EEF | 1, 3, 4 |
| Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led | 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: | 1 |

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| <p>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.</p> | <p>+5 months impact – One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: +4 months impact – Small group tuition EEF (educationendowmentfoundation.org.uk)</p> | |
| <p>Additional Learning Support Interventions</p> | <ul style="list-style-type: none"> Quantitative data will be used to evidence the progress and impact of this tutoring. ‘Interventions should be carefully targeted through identification and assessment of need.’ – Special Educational Needs in Mainstream School, EEF | <p>1, 2, 3, 4</p> |
| <p>Online tutoring and homework portals for wide range of subjects</p> | <p>A range of portals: including Sparks Maths and SENECA use a range of materials to ensure they target the student’s specific needs. Through the use of these a student’s knowledge, understanding and confidence builds until they master the topic/skill.</p> | <p>1,4,5</p> |
| <p>Music tuition and graded examinations Opportunity for all PP students to access funded music tuition through our peripatetic music teachers</p> | <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>+3 months impact – Arts participation EEF (educationendowmentfoundation.org.uk)</p> | <p>2, 3, 4</p> |
| <p>Adopting a targeted reciprocal reading programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. In order to support lower ability learners, a Reader</p> | <p>Reading comprehension strategies can have a positive impact on pupils’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> | <p>1</p> |

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| Leader scheme is taking place to assist students in Year 7 who have an average reading age of 9 or below. This improves their reading comprehension. This is delivered by our Year 12 & 13 students. | | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,840

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Reviewed PD Curriculum | <ul style="list-style-type: none"> • The newly reviewed PD curriculum will not only focus on the British Values, Social, Moral, Cultural and Spiritual curriculum, but also on Learner Literacy and how we learn. • EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. • See medium term plans and PD audit. • Student and Parent Surveys | 1, 2, 3, 4 |
| Enhanced pastoral support (school counsellor, Pastoral Manager interventions) | <ul style="list-style-type: none"> • Ongoing enhanced pastoral support to offer bespoke packages for students. • EEF toolkit – parental engagement/induction sessions and half termly ‘Learning Together’ updates | 2, 3, 4, 5 |
| Financial support for resources/educational trips/enrichment opportunities. | <ul style="list-style-type: none"> • Systems are in place and advertised to all staff on how they can request financial support to ensure that no child missed out on | 2, 3, 4, 5 |

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| | any opportunity or key resources for their learning journey | |
| Improved attendance of PP students, further closing the gap relative to other students in school. Attendance certificates, assemblies, home visits, target group. Embedding principles of good practice set out in DfE's Improving School Attendance advice. | <p>Parental involvement shows moderate impact for moderate cost. The support ensures that they are able to get to school.</p> <p>The NFER briefing on raising performance of PP students states: 'more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.'</p> <p>Attendance Officer who monitors pupils and follow up quickly on truanancies.</p> <p>First day response provision. Attendance Officer focuses on PP students to contact on first day of absence</p> <p>Meetings with PP parents and students who have low attendance.</p> | 3, 5 |
| Pastoral Team: Bespoke programme delivered according to individual student needs. A programme of targeted pastoral interventions in place to assist with care, organisation, equipment, uniform, mental health, homework, revision. | EEF- Social and emotional learning, improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress and attainment | 1,2,3,4,5 |
| <p>Raising confidence and high expectations/aspiration</p> <p>Provide students with cultural capital opportunities, through:</p> <ul style="list-style-type: none"> • Assemblies • Visiting speakers • Experiences | <p>A composite measure of cultural capital has a significant effect on academic achievement.</p> <p>EEF – Raising aspirations/high expectations. Cultural participation has mostly positive effects on children's reading recognition, reading comprehension and maths test scores.</p> | 2, 3, 4 |

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| <ul style="list-style-type: none"> • Targeted events/activities • Trips • CEIAG | <p>Recent research on cultural capital argues that extracurricular activities may enhance children's intellectual creativity, breadth, and scope (Kaufman and Gabler,2004) and moreover that cultural participation may lead to a genuine increase in analytical and academic competence (Kisida et al..2014)</p> | |
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Total budgeted cost: £ 46,640

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years due to the impact of Covid19. In addition, changes were made to GCSE exams in 2022, with adaptations such as advance information for students and grading that reflected a midway point between grading in 2021 and 2019.

The school strategies were implemented across all tiers with evidence of a positive impact across all elements of the tiered approach.

This was also the same for our standard and strong basics (both English and maths at grade 4 and 5 respectively). The next step is to use the targeted intervention at an early stage to ensure the gap between disadvantaged and non-disadvantaged students continues to close. We have analysed the performance of our school's disadvantaged students during the 2021/22 academic year and compared to 2019 results using key stage 4 performance data (see table below).

| Attainment/ progress 8 | | 2019 | | 2021 | |
|------------------------|-------------|-------|---|-------|---|
| | | Total | % | Total | % |
| Avg Total Progress 8 | All | -0.24 | | 0.01 | |
| | Non Premium | -0.15 | | 0.17 | |
| | Premium | -0.85 | | -1.2 | |
| | Gap | 0.7 | | 1.37 | |

Basics 9-5

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|-----------------------|-------------|----|------|----|------|
| Ach 9-5 Eng and Maths | All | 27 | 32.1 | 39 | 52 |
| | Non Premium | 24 | 33.3 | 36 | 54.5 |
| | Premium | 3 | 25 | 3 | 33.3 |
| | Gap | 21 | 8.3 | 33 | 21.2 |

Basics 9-4

| | | | | | |
|-----------------------|-------------|----|------|----|------|
| Ach 9-4 Eng and Maths | All | 55 | 65.5 | 53 | 70.7 |
| | Non Premium | 50 | 69.4 | 49 | 74.2 |
| | Premium | 5 | 41.7 | 4 | 44.4 |
| | Gap | 45 | 27.7 | 45 | 29.8 |

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|-----------------------|----|
| Total students | 84 |
| Premium | 12 |
| Non Premium | 72 |

| |
|----|
| 75 |
| 66 |
| 9 |

Although, there are no national Pupil Premium results to compare data to, comparing to previous cohort, the 2019 cohort of Pupil premium students showed improvements in their achievements.

The teaching strategy was well implemented, understood by all and created an environment where the class teacher was well equipped to use a range of strategies to support the individual learner. This created a positive and professional relationship and working environment where the students could flourish. This has led to the continuation of the teaching approach of the strategy.

Absence among disadvantaged students was higher than their peers in 2021/22 and persistent absence higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged students is a focus for us in our school priorities and our current pupil premium plan.

The wider strategies for both well-being and behaviour have shown a holistic improvement in the support for students but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged students has been particularly acute. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the activity section above.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|--------------------|-------------------|
| Lexia Core 5 | Lexia |
| NGRT Reading Test | GL Assessment |
| Accelerated Reader | Renaissance |
| IDL | IDL Solutions Ltd |