

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Lakeside
Pupils in school	87
Proportion of disadvantaged pupils	32%
Pupil premium allocation this academic year	£31990.00
Academic year or years covered by statement	2021-2022
Publish date	September 2022
Review date	September 2023
Statement authorised by	Lynnette Johnson
Pupil premium lead	Lynne Frewin
Governor lead	Patrick Taylor

## Disadvantaged pupil barriers to success

Chaotic home life due to family breakdown interacting with disability
Competing needs of other disabled siblings
Poor housing
EAL – where English is not spoken by parents, is only spoken by siblings

## Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupils make at least good progress in reading skills	No gap between PP and non PP students	July 2022
Pupils make at least good progress in cross curricular problem solving skills	No gap between PP and non PP students	July 2022
Pupils make at least good progress in ICT based communication skills	No gap between PP and non PP students	July 2022

## Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity
Pupils have increased access to focused, relevant and challenging reading and problem solving opportunities to support independent living skills.	Embedding finished schemes of work for reading and problem solving, pupils using activities from schemes of work.
Pupils have increased access to using ICT as a learning tool during every lesson.	Provision of wider range of apps for iPads, eye gaze, Omivista, keyboards, interactive TVs, and associated hardware.
Barriers to learning these priorities address	Lack of access to specialist ICT in homes through poverty or needing to share with siblings. Lack of time in chaotic homes to give space and support for independent living skills. English not spoken at home.
Projected spending	£6,000

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Range of reading activities across need and age range designed and placed within SOW, observation demonstrates pupils using activities from the SOW. Training for teachers from ICT Co-Ordinator and external experts, to support identified pupils.
Priority 2	Bamboozle theatre company and Lakeside staff work in partnerships to support groups of pupils to think for themselves, make their own decisions and increase agency.
Barriers to learning these priorities address	Chaotic home life and competing needs of siblings prevents parents from being able to offer the skilled academic support required. Lack of opportunities to use specialist ICT in homes through poverty or needing to share with siblings. English not spoken at home.
Projected spending	£16,000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Pupil learning will take place incrementally and prioritise relationships and reconnecting with the school community. Pupils will be calm and engaged with their learning.
Priority 2	Parents will reconnect with the school community in order to increase confidence in school staff and resilience to further disruption to learning.
Barriers to learning these priorities address	Following class closures pupils have experienced loss (routine, freedom, relationships, social interaction structure) and have lived through a collective trauma whether they have been attending school or staying home.
Projected spending	£6,000

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Time and implementation gap	Time written into SDP use of inset and money spent on cover
Targeted support	Setting up and timetabling of reading (including phonics) and ICT specialists	Pay staff for after school time Ring fence the time of the member of staff and monitor that it is happening.
Wider strategies	Time, staff inconsistency due to potential absence	Ringfencing time in SDP, planning cover, ensuring all staff (including temporary cover) are aware of priorities through clear planning and weekly training offered within the school day.

## Review: last year's aims and outcomes

Aim	Outcome
Pupils make at least good progress in reading	75% PP pupils made good/outstanding progress. All PP pupils achieved their reading EHCP targets. No gap between PP and non-PP pupils.
Pupils make at least good progress in problem solving	70% PP pupils achieved their problem solving EHCP targets and made good/outstanding progress in U&A, compared to 60% of non PP pupils.

<b>Aim</b>	<b>Outcome</b>
Pupils make at least good progress in ICT	70% PP pupils made good/outstanding progress. This is a higher percentage than non-PP pupils.