



PUPIL PREMIUM STRATEGY STATEMENT 2022 2023

Background: The Government believes that the Pupil Premium, which is additional to the main school funding, is the best way to raise the educational attainment of disadvantaged pupils to help them reach their potential. Schools receive the funding for each child registered as eligible for free school meals at any point in the last 6 years and this includes eligible children of families who have no recourse to public funds (NRPF). Schools also receive additional funding for each pupil identified as Previously Looked-after Children (PLAC): pupils who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previous known as a residence order).

The Pupil Premium is allocated straight to our school and it is clearly identifiable. Schools are free to spend the Pupil Premium as they feel is appropriate. However all schools are held accountable for how they have used additional funding to support pupils from low-income families and those in care. The schools must report and publicise annually how the money has been spent and what the impact has been on the achievement of pupils.

Pupils who are eligible for the Pupil Premium (PP) need to be aged 4 and over, in year groups up to Year 11 in a maintained school.

Metric	Data
School name	Lakeside
Pupils in school	92
Proportion of disadvantaged pupils	28%
Pupil premium allocation this academic year	£29,610
Academic year or years covered by statement	2022-2023
Publish date	September 2022
Review date	September 2023
Statement authorised by	Lynnette Johnson
Pupil premium lead	Lynne Frewin
Governor lead	Patrick Taylor

Statement of Intent:

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Socio-economic disadvantage is not always the primary challenge our pupils face, and we do not see a variance in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Academic achievement
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focussed on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non disadvantaged will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high quality work experience, careers guidance and further education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Disadvantaged pupil barriers to success

All our pupils have extreme and significant organic barriers to learning rooted in their disability. Pupil Premium is therefore allocated to pupils who have:

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 writing.	No gap between PP and non PP students	July 2023
Pupils make at least good progress in reading.	No gap between PP and non PP students	July 2023
Pupils make at least good progress in Computing	No gap between PP and non PP students	July 2023

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

Measure	Activity
Pupils demonstrate independence from adult support (problem solving)	Adult support is incremental, targeted towards remedial development and away from compensation for lack of skills. Staff training sessions with problem solving lead, Bamboozle training.
The written language environment and specific teaching of reading is highly visible and functional.	Literacy lead, autism team and phonics support staff, social sight signage throughout school, 1:1 phonics/reading teaching sessions.
Barriers to learning these priorities address	Recommendations from NAS and SIP to address staff being too willing to jump in and help pupils. Lack of opportunity to access community and social sight vocabulary.
Projected spending	£13,000.00

Teaching priorities for current academic year

Measure	Activity
Priority 1	All teaching and learning will be enhanced by targeted use of ICT.
Priority 2	Pupils will be able to demonstrate learning within real life settings in the community.
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. Lack of opportunities over the past 3 years to access the community.
Projected spending	£15,400.00

Wider strategies for current academic year

Measure	Activity
Priority 1	Pupil learning is set within a structured, clear, progressive curriculum with opportunities for age related and developmental learning designed to support deficit and enhance strengths.
Priority 2	The creative curriculum is in place and evident in planning and practice.
Barriers to learning these priorities address	Ongoing new curriculum needed to reflect our cohort's changing needs and abilities. Limited opportunities to access creative learning in a child led way.
Projected spending	£1300.00

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	Training offered within the school day. Ring fence the time of the member of staff and monitor that it is happening.
Wider strategies	Time, staff inconsistency due to potential absence	Ring fencing 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.