



Pupil premium strategy statement – Lake Farm Park Academy

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 this academic year and the outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	710
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	1 Year
Date this statement was published	Nov 2022- Nov 2023
The date on which it will be reviewed	August 2023
Statement authorised by	Ms H Buttar
Pupil premium lead	Mrs N Subramaniam
Governor / Trustee lead	Mrs Sue Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 234,065
Recovery premium funding allocation this academic year	£25,230
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in the academic year 2021 to 2022 can be carried forward to the academic year 2022 to 2023. The recovery premium received in the academic year 2022 to 2023 cannot be carried forward from 2023 to 2024.</i>	£0

The Park



Federation

Lake Farm Park Academy

to question is to grow

Learning, Achieving, Aspiring Together

<p>Total budget for this academic year</p> <p><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></p>	<p>£259,295</p>
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Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

At Lake Farm Park Academy, we are committed to equity in education, ensuring that every pupil can achieve their best, regardless of their background. Our Pupil Premium strategy is designed to raise and sustain disadvantaged pupils' academic achievement at our school that is comparable with that of non-disadvantaged pupils nationally.

Throughout the three-year approach, we will concentrate on the main challenges that prevent pupils from achieving highly. Our strategy will take into account both common barriers and the unique requirements of each of our pupils.

Pupils at Lake Farm Park Academy will gain confidence and communication abilities, as well as an understanding of the purpose of utilising their literacy, oracy, and digital communication skills to explain their learning. Regardless of their background, all pupils will have access to the knowledge they are entitled to as part of their cultural inheritance through our ambitious and inclusive curriculum.

Our Pupil Premium policy should result in our disadvantaged students reaching their full potential.

School context

Lake Farm Park Academy is a three-form entry primary academy with a nursery provision and is part of the Park Federation Academy Trust. The school is in Hayes, London. The vast majority of children enter Nursery or Reception with little or no spoken English and low independence. The percentage of FSM is above average and 66% are EAL pupils who are new to English or at the lower competency stage of English language acquisition. The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation. Due to increasing housing costs, the school's % of stability is well below average (71%).

Our priorities



- To close the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates to reach age-related expectations and greater depth target at the end of Year 6.
- To raise the expectations and aspirations of our disadvantaged pupils and their families.

Key Principles

Everything we do is based on these principles to maximise the impact of the pupil premium expenditure.

Have high expectations:

All stakeholders —staff, pupils, and parents—work together to raise expectations for academic achievement and other areas of school life at Lake Farm Park Academy. We also expect pupils to do the same. There is a culture of shared accountability for enhancing outcomes for our disadvantaged pupils. 26% of pupils are on FSM and this is above the national average figures.

Provide cultural capital

We offer an ambitious, inclusive, and varied curriculum. To ensure that our disadvantaged students have the necessary knowledge from their everyday experiences of life to achieve academic excellence, a variety of chances must be made available to them. We take a multifaceted approach with parents to ensure that they are equally valued as a direct influence on their child's learning.

Emphasis on oracy and literacy

We promote oracy among pupils in their daily classroom activities. Active listening skills should be explicitly taught and encouraged as habits that help pupils in developing and refine group ideas. Different points of view should be linked to progress in reading, writing, and overall achievement. We reward pupils who demonstrate confidence when speaking the language of academic study.



Challenges

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

Challenge number	Detail of challenge
1	<p>The progress of the Pupil Premium students as a group is lower than that of the non-Pupil Premium cohort.</p> <p>Our assessments and observations show that our Pupil Premium pupils are falling behind their targets in core subjects, including those that are targeted for greater depth.</p> <p>On entry to the Reception class, 53% of our disadvantaged pupils arrive below age-related expectations. This gap remains steady until the end of KS2. In Nursery pupils entered on average 5-6 terms below the age-related expectation (the average age band on entry was 16-26 months, developing.) In Reception pupils entered on average 4 terms below the age-related expectation (average age band 30-50 months beginning).</p>
2	<p>English - vocabulary deficit and reading</p> <p>Our assessments and observations show that our Pupil Premium pupils are more likely to have tier 2 and 3 vocabulary deficits, as well as reading comprehension difficulties, which may limit them from accessing specific areas of the curriculum.</p> <p>Attainment on entry is below the previous cohort as an increasing number of pupils have SEN needs (25%). 8% of these children in Aut 1 were non-verbal and had no language. 75% entered Reception at 30-50 months Emerging or Developing within the EYFS curriculum.</p>
3	<p>Self-regulation skills</p> <p>Our assessments, discussions, and observations have identified that a disproportionate number of our disadvantaged pupils cannot self-regulate due to leaning needs and emotional needs which may create a barrier to learning</p>
4	<p>Attendance and persistent absence</p> <p>Our current Pupil Premium pupils' absence rate is 92.2%. Many run the risk of being classified into the "persistent absenteeism" category.</p>
5	<p>Wellbeing/emotional and self-confidence issues</p> <p>Our assessments (including RISE assessments), discussions, and observations have indicated that more of our disadvantaged pupils</p>



	exhibit social and emotional / self-confidence concerns than non-disadvantaged pupils.
6	<p>Cultural capital</p> <p>According to our discussions and observations, a number of our disadvantaged children lack prior knowledge or experience of the world around them and, as a result, have less clarity about their goals and how to accomplish them than non-disadvantaged students. They are not less ambitious, but their perception of what is achievable is constrained by their prior life experiences.</p>
7	<p>Parental engagement</p> <p>Our observations and discussions with families have identified a lack of literacy or IT skills and in some cases lack of parental skills. These challenges result in a lack of parental support for their children in reading, online learning, or homework.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategic plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Further improve overall attainment of disadvantaged pupils, based on the 2022 outcomes.	<p>Targets set for 2023 outcomes are as follows:</p> <p>KS1 Phonics Screening outcomes show that 90% of disadvantaged pupils met the expected standard.</p> <p>KS2 Maths outcomes show that 82% (above the national average) of disadvantaged pupils met the expected standard.</p> <p>KS2 reading outcomes show that 86% (above the national average) of disadvantaged pupils met the expected standard.</p> <p>KS2 Writing outcomes show that 78% (above the national average) of disadvantaged pupils met the expected standard.</p>



<p>Higher attendance for all our disadvantaged pupils.</p>	<p>Attendance of PP students is in line with the national average (94.4%)</p>
<p>Improve the vocabulary deficit.</p>	<p>Observations and pupils' attainment will show that:</p> <ul style="list-style-type: none"> ● Pupils will be able to use the vocabulary in various contexts, both within subjects and across different subjects. ● All pupils will be able to access ideas and knowledge beyond their starting points.
<p>To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of well-being will be demonstrated by qualitative data from pupil voice and parent surveys and teacher observations that report and show that pupils feel safe, happy, and valued at school.</p>
<p>Improve the self-regulation skills of our disadvantaged pupils.</p>	<p>Observations and pupil attainment will show that:</p> <p>All pupils will use Zones of Regulation to develop an awareness of feelings and strategies for regulation. This will positively impact their participation and learning at school and provide a life skill for wellness.</p> <p>They will be able to think deeply about their learning and become comfortable and familiar with the metacognitive elements of learning to the point where it becomes habitual.</p> <p>Our disadvantaged pupils will be given real responsibility and we will promote independence by giving less help.</p>
<p>Our disadvantaged pupils participate in a wide range of enrichment activities offered.</p>	<p>All PP pupils participate in at least 3 activities each year.</p> <p>Tracking extracurricular activities used to prioritise and direct PP students to participate.</p>



PP pupils will have socio-economic barriers removed to support the development of skills essential for the curriculum.

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: £ 155,176

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD in Writing</p>	<p>Language and literacy teaching that schools can use to make a significant difference in teaching and pupils' learning.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1669908834</p>	<p>1,2</p>
<p>Staffing costs allocated to PP</p>	<p>School leaders play a central role in improving educational practices through "high-quality implementation" by "defining both a vision for and standards for desirable implementation."</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF_Implementation_Guidance_Report_2019.pdf</p> <p>Research shows that successful schools have clear, responsive leadership.</p>	<p>1,2</p>



	<p>DFE 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice'</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	
Vocabulary Ninja	<p>The Oxford Language (2018) report, "Why Closing the Word Gap Matters," found that the word gap significantly impacts achievement. Teachers reported that pupils with low levels of vocabulary often:</p> <ul style="list-style-type: none"> ● had difficulty working independently. ● had difficulty following what was going on in class. ● achieved worse results in national assessments. ● made slower-than-expected progress in English. <p>https://researchschool.org.uk/unity/news/addressing-educational-disadvantage-in-schools-and-colleges-the-essex-way</p>	2
Speech and language therapy	<p>There is extensive evidence showing the impact of communication and language approaches, including several meta-analyses. (+6 months)</p> <p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions EEF</p>	2,5



<p>Now press play - Immersive audio technology</p>	<p>A study conducted by Now Press Play reveals significant beneficiaries and impacts across 20 schools, particularly in the areas of children's engagement, enjoyment, and topic understanding when compared to desk-based learning.</p> <p>There is faster and more efficient student learning through complex immersive challenges. (Dede,2009;Dill-Shackleford,2014;Hamari et al.,2016;Kickmeier-Rust et al.,2007)</p>	<p>1,2,6</p>
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Targeted academic support (for example, tutoring, one-to-one support, and structured interventions)

Budgeted cost: £76,119

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher tutoring</p>	<p>Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work that is more closely matched to learners' needs have a great impact on pupils' learning. (+4 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2</p>
<p>PP boosters including online boosters</p>	<p>Small-group tuition has an average impact of four months of additional progress over a year. (+4 months)</p> <p>EEF Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,7</p>
<p>SATs Companion</p>	<p>Technology has the potential to increase the quality and quantity of practice that pupils</p>	<p>1</p>



	<p>undertake, both inside and outside of the classroom. (+ 4 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_searchh&search_term</p>	
Intervention Teaching (over the Tutoring budget)	<p>EEF's Teaching and Learning Toolkit says that overall, evidence shows that small-group tuition is effective, and, as a rule of thumb, the smaller the group, the better. (+4 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2,7
Easter school	<p>On average, evidence suggests that pupils who attend a summer school make approximately three additional months' progress compared to similar pupils who do not attend a summer school.</p> <p>Greater impact can be achieved when summer schools are intensive, well-resourced, and involve small groups or one-to-one teaching by trained and experienced teachers. It does appear to be an advantage to have teachers who are known to the pupils (typically +4 months overall)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools?utm_source=/education-evidence/teaching-learning-toolkit/summer-schools&utm_medium=search&utm_campaign=site_search&search_term=easter%20school</p>	1,2
Extended day in Years 5 and 6		1,4



	<p>The average impact of approaches involving extending school time is about an additional three months' progress over a year. The average impact is influenced by the targeted use of before and after-school programmes, which have higher impacts on average.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time?utm_source=/education-evidence/teaching-learning-toolkit/extending-school-time&utm_medium=search&utm_campaign=site_search&search_term=exte</p>	
Resources CGP books	<p>Homework: disadvantage gap study by EEF shows that pupils eligible for free school meals typically receive additional benefits from homework. (+3 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1,2
Stay n Read and Stay n Play	<p>A structured multicomponent preventative package delivered with attention to fidelity can enable parents to support their children's reading at home and increase their literacy skills. Together with the improvement in child behaviour, these changes could improve the life chances of children in disadvantaged communities.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf</p>	7
Grammarsaurus subscription	<p>Feedback on written work has a positive impact by supporting pupils to focus future learning on areas of weakness, identifying and explaining misconceptions, supporting them in taking greater responsibility for their improvement, or by increasing pupils' motivation to improve.</p>	2,7



	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	
Science workshops	By making science lessons in primary schools more practical, creative, and challenging, the pupils made an additional three months' progress on average in science, with a particularly positive effect for girls and pupils with low prior attainment. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/thinking-doing-talking-science	1,6
Breakfast for pupils during assessment weeks	By offering relatively disadvantaged primary schools in England support to establish a universal, free, before-school breakfast club, we can improve pupils' academic attainment. https://ifs.org.uk/publications/8714	5,7
Flash Academy	Tuition tailored to specific needs and knowledge gaps can be an effective way to help low-achieving students or those who are falling behind, both one-on-one: One-to-one tuition EEF (educationendowmentfoundation.org.uk)	1,2

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £ 28000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance	Attendance schemes, including breakfast clubs.	4,7



<p>improvement strategy</p>	<p>Physical activity has a minor positive effect on academic attainment. (+1 month)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	
<p>Training for Emotional Literacy Support Assistants and Wellbeing mentors</p>	<p>Alongside academic outcomes, social and emotional learning interventions have an identifiable and valuable impact on attitudes toward learning and social relationships in school. (+4 months)</p> <p>https://researchschool.org.uk/unity/news/addressing-educational-disadvantage-in-schools-and-colleges-the-essex-way</p>	<p>3,5</p>
<p>PP experience trip</p>	<p>Key findings in an Ofsted report observed that: "When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social, and emotional development."</p> <p>https://www.lotc.org.uk/wp-content/uploads/2010/12/Ofsted-Report-Oct-2008.pdf</p> <p>Outdoor adventure learning is rated highly on the EEF Teaching and Learning Toolkit (+4 months) and is also a popular approach in schools.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/adventure-learning</p>	<p>6,7</p>
<p>Teaching life skills</p>	<p>Metacognition and self-regulation support pupils to think about their learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>5</p>



<p>Parent workshops including Building Brilliance</p>	<p>Parental involvement results in an additional 4 months of progress on average. It is crucial to consider how to engage with all parents to avoid wide achievement gaps.</p> <p>https://researchschool.org.uk/unity/news/addressing-educational-disadvantage-in-schools-and-colleges-the-essex-way</p> <p>EEF Toolkit:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>6</p>
<p>PP Gardner/Forest School</p>	<p>On average, collaborative learning approaches have a positive impact and are a cost-effective approach for raising attainment. Professional development can support the effective management of collaborative learning activities.</p> <p>(+5 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	<p>4,6</p>
<p>Music Lessons</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>6</p>
<p>Attendance schemes</p>	<p>Physical activity has a minor positive effect on academic achievement. (+1 month)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>4</p>

Total budgeted cost: £ £259,295



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

Progress towards our intended outcome 1:

Improved oral language skills and vocabulary among disadvantaged pupils.

The NELI Speech and Language Program was put into place at the school, and the staff members were trained on how to use it and assist the pupils in the classroom. Staff who worked in Reception and Year 1 received additional training in Colourful Semantics, which was incorporated into the curriculum for our PP pupils. The PP HLTA implemented this program for Year 2 students with language difficulties. The children's progress from baseline shows the impact of the NELI program. Additionally, a significant majority of our pupils who need individualised provision have progressed to their target and age-appropriate level

The basic school package of Vocabulary Ninja was purchased, and the script was sent to all staff. Word of the Day was taught to all pupils in KS1 and KS2. Tier 1 and Tier 2 word lessons are now an essential element of our curriculum. Teacher confidence in vocabulary teaching (including etymology and morphology) is growing. All pupils record the word of the day in their vocabulary books, which they use throughout the curriculum.

The following stage will be to increase the coherence with which the word of the day is used across all classrooms. This will be achieved by training all staff in Vocabulary Ninja.

Because our private SALT was unable to provide the additional day per week in the mainstream school, and it was challenging to find a substitute, we were provided training by the NHS on Colourful Semantics to all of our support staff.

As we move forward, we plan to train our staff so we can help our children with SALT needs on-site.

Progress towards our intended outcome 2:

Improved reading, writing, and maths attainment among disadvantaged pupils.

Staff who had completed Read Write Inc. training in the spring and summer of 2021 gave morning phonics focus boosters to all Year 1 and Year 2 students. Along with extra after-school



and in-class 1:1 interventions, our morning interventions and breakfast had a big impact on our outcomes.

PP pupils' phonics achievement greatly improved compared to their end-of-year targets for both Year 1 and Year 2. The results of our Year 1 PP were 88%, compared to 91% for all. We effectively targeted PP pupils in Year 2 reading, and data from the KS1 SATs demonstrates that there is no difference between PP and non-PP pupils with both scoring at 79%. Year 2 pupils who are working at greater depth were at 32%, exceeding the national average of 14%.

In Year 6, the difference in student achievement between PP and the national average starts to close. Follow-up assessments at the end of the year showed that the pupils who received interventions had made rapid progress. Furthermore, interventions during lunch proved effective in assisting students who were not engaged in online learning to catch up.

The extension of the school day to 4 p.m. for Year 5 and Year 6 shows that most targeted PP pupils made more than average progress in their reading ages. There was steady progress in test results, and some pupils achieved EXS in subjects that they had not in previous years. Following the pandemic, interventions were adapted, anticipating barriers and using prior knowledge of pupils and their families, as well as taking small steps to not overload these PP pupils.

In Year 5, we used Chromebooks as part of our digital strategy. It has made it simple for Year 5 teachers to present the new computing objectives as well as the whole curriculum. Year 5 students can employ the Chromebook with confidence. Students have collaborated on documents and shared them with the teacher via Google Drive. We are excited to launch this in Year 6 and look forward to seeing the results.

We utilised the funds following the guidelines of the Education Endowment Foundation (EEF). Every week, teachers provided extra tutoring sessions to help students catch up and strengthen their reading and mathematical skills. Starting in September, all classes had access to small group interventions, including Easter activities, to help re-engage struggling learners or give them additional lessons.

We also purchased CGP books for Year 5 and Year 6 catch-up programs. The phase leader regularly assessed how these tutor groups were having an impact. Changes were made as needed depending on work in class and ongoing evaluations. The CGP books allowed teachers to utilise these resources to supplement the school's catch-up curriculum and promote learning through targeted weekly homework and holiday activities.

For KS2 pupils (especially those who joined the school at some point after KS1) who were struggling to decode phonetically complex books, a tailored reading intervention was provided. This



intervention yielded remarkable results, as evidenced by the marked improvement in their reading and recall capabilities when compared to their initial KS1 starting points.

While the staff has a better understanding of the various methods of teaching basic sentence construction in writing and has increased confidence, and personal knowledge of the subject as a result of writing CPD, our assessments show that we need to prioritise writing across all years, including in greater depth. The next step is to start the intervention as soon as possible to make sure that the gap between disadvantaged students and those who are not, continues to close.

Progress towards our intended outcome 3:

To achieve and maintain improved well-being for all students in our school, particularly those from disadvantaged backgrounds.

With the help of the overall well-being strategy, pupils have seen a holistic improvement in the resources they have access to and can use to succeed throughout the academic year. We used RISE assessments to successfully understand children's underlying resilience capacity. We determined the areas where the LIFE Skills intervention was needed in small groups. This improved pupils' mental health and preparedness to study, particularly in Year 6, where pupils developed resilience in preparation for tests. The Life Skills Intervention program's participants improved their listening and response skills. We also made a financial investment in Mind Moose, a fun digital tool that supports kids' mental health and well-being. The staff who will pilot these programs have completed six training sessions and are in their last session. The resources have been ordered, and the program is ready to start the next academic year.

We made talking about emotions a priority in our classrooms, and our pupils are learning early on how to self-regulate and express themselves.

To increase cultural capital, we were able to offer Years 1, 2, and 6 an experience trip.

All pupils, including those from SRP, were noted to have an increased sense of self-awareness and a sense of accomplishment. We plan to offer this early in the new school year to assess its application to learning.

Progress towards our intended outcome 4:

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Although overall attendance in 2020 and 21 was higher than in the preceding years, it has



been difficult to make clear comparisons due to COVID. At times when all pupils were expected to attend school, absence among disadvantaged pupils was slightly higher than that of their peers, however, this was not significantly higher than in previous years. Attendance is still a challenge, and the strategy amendments reflect this with an updated model to ensure we support students with regard to their attendance.

At LFPA, we want to make sure that every pupil can benefit from our rigorous curriculum, both academically and in terms of extracurricular activities that support students from underprivileged backgrounds in developing their cultural capital.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils



Further information (optional)

To better understand how to employ the pupil premium, how disadvantage affects educational results, and how to overcome educational disadvantage, we studied a range of reports, studies, and research articles. We also looked at several studies about how the pandemic affected disadvantaged students. We now have a better understanding of how families from disadvantaged backgrounds function, and we are better equipped to connect with parents and guardians as a result of the pandemic.

To serve as our guide, we carefully examined the Education Endowment Foundation (EEF) studies. As the main goal of the EEF is to close the learning gap for disadvantaged students, doing so guarantees that not only are our tactics driven by evidence but that we also have the most recent educational research at our disposal and are using it to benefit our disadvantaged pupils.