

## 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	691
Proportion (%) of pupil premium eligible pupils	24.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023- 2024
Date this statement was published	December 2023
The date on which it will be reviewed	October 2024
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	£241530
Recovery premium funding allocation this academic year	£24500
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
<b>Total budget for this academic year</b>	£266,030

## 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 our stability percentage is 70% which is well above average.

#### **Our priorities**

- To close the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates to reach age-related expectations and greater depth targets 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. 35.2% of pupils are on Ever 6 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 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><b>The progress of the Pupil Premium students as a group is lower than that of the non-Pupil Premium cohort.</b></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, (15 pupils) 16% are PP of which 8% (7 pupils) of our disadvantaged pupils arrive below age-related expectations. This gap remains steady until the end of KS2.</p> <p>In Nursery, pupils entered on average 4/5 terms below the age-related expectation (the range on entry was working towards range 3 (33/59) pupils below expected levels on entry.</p>
2	<p><b>English - vocabulary deficit and reading</b></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 (27% in Nursery).30% of these children, who have additional needs, need to be on track to receive a good level of development.</p>
3	<p><b>Attendance and persistent absence</b></p> <p>Our current Pupil Premium pupils' absence rate is 93.6%. Many run the risk of being classified into the "persistent absenteeism" category. 9.6% of disadvantaged pupils had attendance lower than 90%. The unauthorised absence rate for 2022-23 was 4.39% compared to the national average of 4.9%.</p>
4	<p><b>Emotional and self-confidence issues</b></p> <p>Our assessments (including RISE assessments), discussions, and observations have indicated that more of our disadvantaged pupils' exhibit social and emotional / self-confidence concerns than non-disadvantaged pupils. 23 pupils currently require additional support with social and emotional needs.</p>
5	<p><b>Cultural capital</b></p> <p>According to our discussions and observations, some 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>

6	<p><b>Parental engagement</b></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
Improved reading, writing and Maths attainment for disadvantaged pupils at the end of KS1 and KS2.	<ul style="list-style-type: none"> <li>● KS1 Phonics Screening outcomes show that 85% of disadvantaged pupils met the expected standard.</li> <li>● KS2 Maths outcomes show that 80% (above the national average) of disadvantaged pupils met the expected standard.</li> <li>● KS2 reading outcomes show that 80% (above the national average) of disadvantaged pupils met the expected standard.</li> <li>● KS2 Writing outcomes show that 80% (above the national average) of disadvantaged pupils met the expected standard.</li> </ul>
Improved oral and language skills and vocabulary among disadvantaged pupils.	<p>Observations and pupils' attainment will show that:</p> <ul style="list-style-type: none"> <li>● Pupils will be able to use the vocabulary in various contexts, both within subjects and across different subject areas.</li> <li>● All pupils will be able to access ideas and knowledge beyond their starting points.</li> </ul>
Higher attendance for all our disadvantaged pupils.	Attendance of PP students is in line with the national average (93.7%)
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of well-being will be demonstrated by</p> <ul style="list-style-type: none"> <li>● Qualitative data from pupil voice parent surveys and teacher observations that report and show that pupils feel safe, happy, and valued at school.</li> <li>● an increase in participation in enrichment activities among disadvantaged pupils</li> <li>● A certain proportion of PP pupils will be trained as Wellbeing Ambassadors.</li> </ul>
To achieve and sustain the self-regulation skills of our disadvantaged pupils.	<p>Observations and pupil attainment will show that:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• Our disadvantaged pupils will be given real responsibility, and we will promote independence by giving less help.</li> </ul>
Our disadvantaged pupils participate in a wide range of enrichment activities offered.	<ul style="list-style-type: none"> <li>• All PP pupils participate in at least 3 activities each year.</li> <li>• Tracking extracurricular activities used to prioritise and direct PP students to participate.</li> <li>• PP pupils will have socio-economic barriers removed to support the development of skills essential for the curriculum.</li> </ul>

### 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: £ 108,399

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will provide the whole school CPD on literacy which will build knowledge, develop teacher techniques and embed practice.</p> <p>Develop pupils' reading skills, confidence and understanding of vocabulary through reading a range of high-quality texts in all lessons - Reading dogs and Power of reading.</p> <p>Ensure that all staff are explicitly teaching tier 2 and 3 vocabulary in all lessons.</p> <p>Read frequently to children, engaging them actively in</p>	<p>There is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and the quality of conversations children have with adults and peers throughout the day in a language-rich environment is crucial.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p>Reading is a complex skill, requiring coordination of several cognitive processes. To access this particular text, pupils need the mechanics of word reading sorted: decoding, fluency, and more. To fully grasp the text, they also need to know most of the vocabulary. They need to understand the grammar and syntax. They must learn how to connect ideas as they read.  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-through-the-keyhole-of-the-reading-house-part-1-vocabulary-comprehension-and-word-reading">https://educationendowmentfoundation.org.uk/news/eef-blog-through-the-keyhole-of-the-reading-house-part-1-vocabulary-comprehension-and-word-reading</a></p> <p><b>IMPROVING LITERACY. Supporting oral language</b></p>	1,2

<p>stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, to provide children with the opportunity to thrive.</p> <p><b>Maths Reasoning Club</b></p>	<p><b>development. EEF</b></p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The study highlights that story and picture books can be powerful tools for engaging children with basic maths concepts, while board games (such as Snakes and Ladders) are particularly beneficial to developing an understanding of numbers.  <a href="#">EEF Improving Mathematics in the Early Years and KS1 Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>According to “Development of Maths Capabilities and Confidence in Primary School” early maths instruction is important in developing students' maths capabilities and confidence. By providing students with opportunities to engage in real-world maths activities and problem-solving tasks, teachers can help them develop their maths skills and confidence.</p> <p>If teachers provide children with an explicit, practical introduction to the use of language for collective reasoning, then children learn better ways of thinking collectively and better ways of thinking alone.  <a href="https://thinkingtogether.educ.cam.ac.uk/publications/journals/MercerandSams2006.pdf">https://thinkingtogether.educ.cam.ac.uk/publications/journals/MercerandSams2006.pdf</a></p>	
<p><b>Staffing costs allocated to PP</b></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><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF_Implementation_Guidance_Report_2019.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF_Implementation_Guidance_Report_2019.pdf</a></p> <p>Research shows that successful schools have clear, responsive leadership.  <a href="#">DFE ‘Supporting the Attainment of disadvantaged pupils: articulating success and good practice’</a></p> <p><a href="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">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</a></p>	<p>1,2,3</p>

<p>Embed high-quality adult/child interactions in the early years and across the school.</p> <p>Developing language-rich learning environments including sign language.</p> <p>Embedding dialogic activities across the school curriculum and making the best use of paired/group talk within the classroom. These can support pupils in articulating key ideas, consolidating understanding and extending vocabulary.</p> <p>We will provide daily opportunities for sharing and modelling/ coaching/collaborative planning with experienced teachers and our literacy lead.</p> <p>We will visit other excellent schools within our MAT.</p>	<p>Schools can use Language and literacy teaching to make a significant difference in teaching and pupils' learning.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1669908834">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1669908834</a></p> <p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language-rich environment is crucial.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf">https://educationendowmentfoundation.org.uk/public/files/Law et al Early Language Development final.pdf</a></p> <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"> <li>● had difficulty working independently.</li> <li>● had difficulty following what was going on in class.</li> <li>● achieved worse results in national assessments.</li> <li>● made slower-than-expected progress in English.</li> </ul> <p><a href="https://researchschool.org.uk/unity/news/addressing-educational-disadvantage-in-schools-and-colleges-the-essex-way">https://researchschool.org.uk/unity/news/addressing-educational-disadvantage-in-schools-and-colleges-the-essex-way</a></p>	2
<p><b>Oracy skills through story sacks</b></p>	<p>There is extensive evidence showing the impact of communication and language approaches, including several meta-analyses. <b>(+6 months)</b></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	2,3,4

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

Budgeted cost: £135,473

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Teacher tutoring</b>	<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. <b>(+4 months)</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,2
<b>PP boosters</b>	<p>Small-group tuition has an average impact of four months of additional progress over a year. <b>(+4 months)</b></p> <p><b>EEF Toolkit</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,2,4
<b>SATs Companion</b>	<p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. <b>(+ 4 months)</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	1,2
<b>Intervention Teaching (over the Tutoring budget)</b>	<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. <b>(+4 months)</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,2
<b>Easter school</b>	<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. 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 <b>(typically +4 months overall)</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools?utm_source=/education-evidence/teaching-learning-toolkit/summer-schools&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=easter%20school">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools?utm_source=/education-evidence/teaching-learning-toolkit/summer-schools&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=easter%20school</a></p>	1,2



<b>Extended day in Years 5 and 6</b>	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time?utm_source=/education-evidence/teaching-learning-toolkit/extending-school-time&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=exte">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time?utm_source=/education-evidence/teaching-learning-toolkit/extending-school-time&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=exte</a></p>	1,2,4
<b>Resources -CGP books</b>	<p>Homework: A disadvantage gap study by EEF shows that pupils eligible for free school meals typically receive additional benefits from homework. <b>(+3 months)</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	1,2
<b>Stay n Read and Stay n Play</b>	<p>A structured multicomponent preventive 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><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf</a></p>	6
<b>Flash Academy Tuition</b> We will provide bespoke rewards for pupils making progress with language acquisition.	<p>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:</p> <p><a href="#">One-to-one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2
<b>Breakfast for pupils during assessment weeks</b>	<p>By offering relatively disadvantaged primary schools in England support to establish a universal, free, before-school breakfast club, we can improve pupils' academic attainment.</p> <p><a href="https://ifs.org.uk/publications/8714">https://ifs.org.uk/publications/8714</a></p>	3,5,6

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

Budgeted cost: £ 22,157

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Attendance improvement strategy</b>	Attendance schemes, including breakfast clubs. Physical activity has a minor positive effect on academic attainment. <b>(+1 month)</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	3
<b>Training for Emotional Literacy Support Assistants (ELSA) and Wellbeing Ambassadors</b>	Alongside academic outcomes, social and emotional learning interventions have an identifiable and valuable impact on attitudes toward learning and social relationships in school. <b>(+4 months)</b>  <a href="https://researchschool.org.uk/unity/news/addressing-educational-disadvantage-in-schools-and-colleges-the-essex-way">https://researchschool.org.uk/unity/news/addressing-educational-disadvantage-in-schools-and-colleges-the-essex-way</a>	3,5
<b>Language immersion experience trip to Lille</b>	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."  <a href="https://www.lotc.org.uk/wp-content/uploads/2010/12/Ofsted-Report-Oct-2008.pdf">https://www.lotc.org.uk/wp-content/uploads/2010/12/Ofsted-Report-Oct-2008.pdf</a>  Outdoor adventure learning is rated highly on the EEF Teaching and Learning Toolkit <b>(+4 months)</b> and is also a popular approach in schools.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/adventure-learning">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/adventure-learning</a>	4,5
<b>Teaching life skills</b>	Metacognition and self-regulation support pupils to think about their learning more explicitly, often by teaching specific strategies for planning, monitoring, and evaluating their learning.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	4
<b>Parental workshops</b>	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.  <a href="https://researchschool.org.uk/unity/news/addressing-educational-disadvantage-in-schools-and-colleges-the-essex-way">https://researchschool.org.uk/unity/news/addressing-educational-disadvantage-in-schools-and-colleges-the-essex-way</a>	6

	<p>EEF Toolkit:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	
<p><b>PP Forest School Award including Eco-School Award</b></p> <p><b>Leading parent Partnership :</b> To build positive relationships with our disengaged parents</p> <p><b>Inclusion Quality Mark</b></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><b>(+5 months)</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p>Students with intellectual disabilities fully included in general education classrooms made more progress in literacy skills compared to students served in special schools. (Dessemontet, Bless, &amp; Morin, 2012)</p> <p>Students without disabilities made significantly greater progress in reading and maths when served in inclusive settings. (Cole, Waldron, Majd, 2004)</p>	3,4,5
<b>Music Lessons</b>	<p>Arts participation approaches can positively impact academic outcomes in other areas of the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	4,5
<b>Attendance schemes</b>	<p>Physical activity has a minor positive effect on academic achievement. <b>(+1 month)</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	3
<b>Chess club</b>	<p>This study showed the positive effects of learning chess on comprehension and arithmetic skills. It also showed positive social benefits, particularly for children exhibiting poor behaviour.</p> <p><a href="#">Forrest, D., Davidson, I., Shucksmith, J. &amp; Glendinning, T. (2005). "Chess development in Aberdeen's primary schools: A study of literacy and social capital." University of Aberdeen.</a></p> <p>This study compared the results of two groups of children, one which had taken place in a 30-hour chess programme, and the other in a 30-hour</p>	1,4

	<p>programme of physical sports. The results showed a significant gain in mathematical solving ability for the children in the chess programme.</p> <p><a href="#">Meloni &amp; Fanari (2021), "Does chess training affect the meta-cognitive process and academic performance?" Cognition and Exploratory Learning in the Digital Age.</a></p>	
<b>The Brilliant Club</b>	<p>DfCSF "Pockets of Poverty – The Challenge for Schools with Small Proportions of FSM Pupils" highlights effective schools using budgets creatively to address financial hardship being a barrier to full access to the wider curriculum, where access to curriculum and cultural trips are seen as an entitlement to all students with an understanding that all students will be included.</p>	1,2,5

**Total budgeted cost: £ £266,030**

## 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.

#### Year 1 Phonics

	21/22	22/23	School compared with National
Y1 Phonics ALL	86%	86%	
Y1 Phonics DIS	83%	77%	

#### Year 2 Assessment

	22/23	School compared with National
Y2		
Reading Exp+ All	79%	Highest 20% of schools
Reading Exp+ Dis	79%	
Reading High All	34%	
Reading High Dis	32%	
Writing Exp+ All	66%	
Writing Exp+ Dis	61%	
Writing High All	25%	
Writing High Dis	21%	
Maths Exp+ All	80%	Sig above national
Maths Exp+ Dis	79%	
Maths High All	40%	
Maths High Dis	36%	

#### Year 4 Multiplication Times Tables Check (Mean Average)

	22/23	School compared with National
Y4 Maths Table test ALL	24	
Y4 Maths Table test Dis	24	

**Year 6 SATs**

	21/22	22/23	N/A 22/23	N/O 22/23	School compared with National
Y6					
Reading Exp+ All	74%	75%	73%		
Reading Exp+ Dis	50%	74%		78%	
Reading High All	33%	31%	29%		
Reading High Dis	20%	35%			
Writing Exp+ All	78%	86%	71%		Sig above national
Writing Exp+ Dis	70%	90%		77%	
Writing High All	0%	22%	13%		Sig above national
Writing High Dis	0%	29%			
Maths Exp+ All	82%	84%	73%		
Maths Exp+ Dis	70%	84%		79%	
Maths High All	38%	36%	24%		Top 20% of schools
Maths High Dis	15%	32%			
Grammar Exp+ All	84%	86%	72%		
Grammar Exp+ Dis	80%	90%			
Grammar High All	53%	46%	30%		Top 20% of schools
Grammar High Dis	30%	42%			
Combined Exp+ All	68%	71%	60%		
Combined Exp+ Dis	40%	68%		66%	
Combined High All	0%	16%	8%		
Combined High Dis	0%	16%		10%	

**Key Stage 1-Key Stage 2 Progress**

This is a key performance indicator showing the progress the children have made from Y2 to Y6.

National Benchmark for Progress:

Key: 22/3 data (According to Inspection Data Summary Report)

■ Progress is significantly above the national average or in the top 20% of schools in 2022

□ Progress is in line with national

■ Progress is significantly below the national average or in the lowest 20% of schools in 2022

	Reading	Writing	Maths
21/22	-1.27	-1.76 Lowest 20% of schools	+0.84
22/23	+0.8	+2.8 Highest 20% of schools	+2.9 Highest 20% of schools

There's a significant improvement in Year 6 Reading and Writing of disadvantaged pupils compared to the previous year (21/22 to 22/23). The percentage of pupils achieving Expected and High levels in Reading and Writing has notably increased. For instance, the percentage of Reading Expected for DIS students increased from 50% to 74%, and Writing Expected increased from 70% to 90%. The percentage of disadvantaged pupils reaching the greater depth standard in Reading was above the national average at 35% and exceeded the standard reached by non-disadvantaged pupils. (31%)

Moreover, the percentage of students achieving High levels in Reading and Writing has also shown improvement, demonstrating a positive trend in literacy skill development.

In Maths, the gap between advantaged and non-disadvantaged pupils has been closed for EXP+. The standard in Maths High for disadvantaged pupils has significantly improved from 15% to 32%.

In the assessment of Year 1 Phonics, among the cohort of 91 students, seven individuals did not attain the expected standard in phonics, while an additional seven students did not undertake the test. Moving into 2023, Year 2 saw the screening of 12 pupils for phonics proficiency, with 8 meeting the standard. Notably, three students, initially anticipated to meet the standard, were absent during the assessment. Consequently, these students, still on track to meet the requirement, are receiving additional phonics lessons to prepare for a retake.

In addition, six students, originally on track to pass, left, while six new arrivals joined later in the academic year, thus entering the phonics later in the year.

It's also worth highlighting that the 2022/23 student cohort exhibited higher levels of Special Educational Needs (SEN) compared to the preceding academic year, adding a distinctive characteristic to this year's group. The Year 4 Multiplication Times Tables Check shows consistent performance for all pupils and disadvantaged students compared to the national average.

In Year 2, there is no difference between the disadvantaged and non-disadvantaged groups in achieving expected levels across Reading, with both at 79%. Like Reading, the standard in Maths for both groups is close, with disadvantaged students (79%) slightly below non-disadvantaged students (80%) in achieving the expected level (Maths Exp+). However, disadvantaged students are still notably above the national average, signifying strong performance in Mathematics.

As evidenced, our disadvantaged pupils were able to benefit from our pupil premium-funded improvements to teaching and targeted interventions. All interventions led by our team have been carefully monitored and tracked with positive, personalised outcomes for our PP students.

Our fortnightly monitoring of teams also contributed to the progress made by our disadvantaged pupils.

#### **Next Steps:**

Assist teachers in providing them with CPD in reading to help them improve their skills in these areas.

Create focus groups (in class) in addition to quality first teaching to boost KS2 GDS outcomes.

Small group intervention/boosters: consider using literacy shed plus comprehension VIPERS.

**Progress towards our intended outcome 2:** higher attendance for all our disadvantaged pupils.

**The attendance rate nationally is 92.5%.**

The overall attendance rate was 88.4% compared to the national rate, which is 92.5% for 2022–23. During the year, 11 students were absent from classes and were unable to be removed from our records as they had moved to a different country. Despite our persistent efforts, we could not obtain any confirmation regarding their status by the end of the year. Furthermore, seven students had poor attendance due to their families being on an extended holiday, which resulted in a significant impact on the overall attendance rate.

#### **Next steps**

We continue to work to tackle the attendance gap between disadvantaged pupils and their non-disadvantaged peers. We will continue to work closely with families and use the strategies detailed in this plan to address this.

**Progress towards our intended outcome 3:** Improve the vocabulary deficit.

Pupils are now more word conscious. Teachers are also more aware of the words and how they use them for communication in the subject disciplines. Pupils can recognise parts of the words in KS2 as root words, prefixes, suffixes, and word families. Teachers explore the etymology of words in a dedicated time for vocabulary instruction. Pupils are more aware of learning strategies to work out the words they don't know.

NELI and Flash Academy interventions have been provided by trained staff. They have provided support to target individuals and groups. School-led tutoring has benefited targeted individuals, which has helped with attainment across year groups.

The breadth and depth of vocabulary used by students has improved significantly, according to writing results from Years 2 and 6. Their writing demonstrates a more extensive and sophisticated vocabulary, allowing them to articulate ideas with precision and creativity. This shift is indicative of the strategy's success in fostering vocabulary growth over the years.

Literacy Gold has been implemented to increase reading comprehension by increasing vocabulary and morpheme analysis, especially for disadvantaged pupils with SEN needs.

**Next steps:**

We will continue to sustain and monitor Literacy Gold, NELI, and Flash Academy.

**Progress towards our intended outcome 4:** To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.

ELSA targeted 11 pupils to provide individualised support to students identified as having social and emotional needs across the school last year.

Achieving the Wellbeing Award in Schools generated several positive changes that have greatly improved our students' well-being and the overall learning environment. This has provided new strategies for our teachers to foster emotional resilience and a more inclusive environment. This holistic approach has improved students' self-esteem, communication skills, and sense of belonging.

The school has been extremely proactive in involving parents, both directly in their work on wellbeing and more broadly in the life of the school. Parents now visit classrooms regularly with programmes like Stay and Read in the Early Years, and there is also a schedule of workshops and coffee mornings.

**Next steps:**

The Wellbeing Ambassador coaching scheme is being sought to train our PP students as ambassadors and increase the pupils' voices.

**Progress towards our intended outcome 5:** Improve the self-regulation skills of our disadvantaged pupils.

According to qualitative data from pupil voice, learning walks, and teacher observations, teachers explicitly explain their thinking in a structured manner for tasks. Teachers' modelling considers the need to share the reasoning behind each step explicitly. Pupils can now explain their reasoning and method. Additionally, pupils can now self-regulate their time and are more confident.

Most students now use feedback to monitor their learning, increasing their independence. We held elections for positions such as head boy and head girl, as well as their deputies. As students were given opportunities to lead assemblies and participate in extracurricular activities, they developed a greater sense of self-confidence and resilience.

**Next steps:**

We will continue to employ these methods, particularly when they are combined. We will keep using these strategies, particularly when they are used for challenging tasks that are based on the curriculum content.

**Progress towards our intended outcome 6:** Our disadvantaged pupils participate in a wide range of enrichment activities.

The implementation of our goal of involving disadvantaged students in a wide range of enrichment activities has resulted in remarkable success, as evidenced by several impactful examples. For example, our after-school multi-sports club not only provides these students with valuable skills but also instils a sense of accomplishment as they design their games. Participation in music clubs has also boosted their self-confidence. Furthermore, outdoor educational trips have expanded their horizons and knowledge base, fostering a deeper connection to the world around them. The Nest trip to an indoor wall climbing centre was described as an "amazing experience"; "once in a lifetime"; "something that I might not do again but I want to."

"When I did it again in PGL, it did not seem scary. I knew how to get off the ground and how to land safely."

**The other clubs on offer were:**

PGL trip  
Go Ape  
Music lesson  
Multi-skills  
Baking Club  
Big Band  
Dodgeball  
Fencing  
Chess  
Choir



**Next steps:**

Our next step will be to track the uptake of PP pupils in each club to determine if a pattern has emerged regarding the popularity of the club and offer more options. Continue to track extracurricular activities to prioritise and direct PP students to participate.

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.*

<b>Programme</b>	<b>Provider</b>
SATs Companion	
TTRockstars	Maths Circle Ltd.
Literacy shed Plus	

**Service pupil premium funding (optional)**

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

**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.