

## 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  | 669               |
| Proportion (%) of pupil premium eligible pupils   | 23.4%             |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2024- 2025        |
| Date this statement was published   | December 2024     |
| The date on which it will be reviewed   | October 2025      |
| 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  | £254,870.00 |
| Recovery premium funding allocation this academic year   |             |
| Pupil premium (and recovery premium*) funding carried forward from previous years<br><i>(enter £0 if not applicable)</i><br><br><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>   | £254,870.00 |

## 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 high. 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. 23.4% of pupils are on Ever 6 FSM and this is just below 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, (14 pupils) 16% are PP of which 94% (13 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>The school has 16.1% of pupils receiving SEN support, including those with EHCPs. Among these, the most common additional need is Speech, Language, and Communication Needs.</p>  |
| 3                | <p><b>Attendance and persistent absence</b></p> <p>Our current Pupil Premium pupils' absence rate is 90.4%. Many run the risk of being classified into the "persistent absenteeism" category. The unauthorised absence rate for 2023-24 was 2.9% compared to the national average of 2.2%.</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>  |

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|---|---|
| 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>             |

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|  | <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: £ 113,406

| 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.<br/> <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.<br/> <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.<br/> <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                           |

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|--|--|--------------|
| <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>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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</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.</p> <p><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%20et%20al%20Early%20Language%20Development%20final.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: £120,364

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <b>Teacher tutoring</b>                                 | 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><br><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>  | 1,2                           |
| <b>PP boosters</b>                                      | Small-group tuition has an average impact of four months of additional progress over a year. <b>(+4 months)</b><br><b>EEF Toolkit</b><br><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>  | 1,2,4                         |
| <b>SATs Companion</b>                                   | 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><br><br><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_search&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_search&amp;search_term</a>   | 1,2                           |
| <b>Intervention Teaching (over the Tutoring budget)</b> | 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><br><br><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>  | 1,2                           |
| <b>Easter school</b>                                    | 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><br><br><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> | 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><br>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: £ 21,100

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <b>Attendance improvement strategy</b>   | Attendance schemes, including breakfast clubs.<br>Physical activity has a minor positive effect on academic attainment. <b>(+1 month)</b><br><br><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><br><br><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."<br><br><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><br><br>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.<br><br><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.<br><br><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.<br><br><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                             |

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|   | <p>EEF Toolkit:<br/> <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.<br/> <b>(+5 months)</b><br/> <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><br/> <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   |

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|---------------------------|---|-------|
|                           | <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: £ 254,87**

## 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 | 23/24 |
|----------------|-------|-------|-------|
| Y1 Phonics ALL | 86%   | 86%   | 94%   |
| Y1 Phonics DIS | 83%   | 77%   | 81%   |

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

|                         | 22/23 | 23/24 | School compared with National |
|-------------------------|-------|-------|-------------------------------|
| Y4 Maths Table test ALL | 24    | 24.8  | 20.2                          |
| Y4 Maths Table test Dis | 24    | 24.7  | 20.9                          |

#### Year 6 SATs

| Year Group       | Baseline outcome | End of Year 6 | National Average for PP 2023 |
|------------------|------------------|---------------|------------------------------|
| Y6 Reading (Dis) | 26%              | 74%           | 60%                          |
| Y6 Writing [Dis] | 25%              | 81%           | 58%                          |
| Y6 Maths (Dis)   | 19%              | 74%           | 59%                          |
| Y6 Grammar (Dis) | 39%              | 81%           | N/A                          |
| Combined [Dis]   | 3%               | 68%           | 44%                          |

In Year 1 Phonics, our target for attainment was set at 85% (17 out of 21), and we achieved 81% (16 out of 20), falling one child short of the target. During Summer Term 1, two children who were on track to pass the screening left the school. Additionally, we enrolled a new child who had recently arrived in the country with no prior knowledge of phonics, impacting our overall results.

In Reception, 67% of our Pupil Premium (PP) children achieved a Good Level of Development (GLD), meeting our target. This is especially significant given the challenge of supporting children with low starting points, which our provision has successfully addressed.

It's also worth highlighting that the 2023/24 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.

Our mean score showed an improvement compared to last year, and our pupils performed on par with their non-Pupil Premium (non-PP) peers.

This year, our disadvantaged pupils benefited significantly from pupil premium-funded improvements to teaching and targeted interventions. Every intervention was carefully monitored and tracked, resulting in positive, personalised outcomes for our pupil premium (PP) students. The fortnightly monitoring of teams further contributed to the measurable progress made by our disadvantaged pupils, ensuring that they received tailored support to meet their individual needs.

The overall attendance rate for the year was 92.7%, below the national average of 94.5% for 2023–24. There were 2.4% unauthorised absences within this figure. Valuable work by our Attendance and Family Support Officer has certainly helped to improve attendance over the year. Targeted support for families and strategies to overcome barriers to regular school attendance have improved engagement and participation.

Looking ahead, we remain committed to closing the attendance gap between disadvantaged pupils and their non-disadvantaged peers. This includes the following: improving our work with families to better understand and reduce the barriers to attendance; extending the range of our initiatives on attendance, including further work on prize-based attendance drives; and continuing to utilise the knowledge base of our Attendance and Family Support Officer to provide personalised support.

Improvement in attendance is central to achieving the best academic outcomes, and our continuing strategies will guarantee meaningful improvements in this area in the coming year.

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

Interventions like NELI and Flash Academy are continuously delivered by trained staff to provide targeted support to individuals and groups. School-led tutoring is an ongoing initiative, ensuring that selected pupils receive the help they need to improve attainment across year groups.

During the last academic year, our school made it a point to provide social and emotional support to all students to ensure each one of them felt valued and prepared for success. Via the ELSA programme, pupils received personalised support in addressing their social and emotional needs, thereby strengthening their emotional resilience, and self-esteem, and becoming more prepared to learn.

Parents have been key partners on this journey. From attending Stay and Read sessions in the Early Years to workshops and coffee mornings, their involvement has helped to strengthen the school community and reinforce the importance of wellbeing. This proactive engagement ensures that parents not only become informed but also empowered in supporting their children's development.

Off the back of this success, we have introduced a Wellbeing Ambassador coaching scheme, training our PP students as ambassadors of wellbeing and student voice. This will further embed a culture of peer support and leadership, continuing to prioritise emotional well-being as a cornerstone of academic and personal success.

Providing opportunities for PP children to attend a variety of clubs, access essential items such as uniforms and stationery, and subsidised school trips has eradicated some of the key barriers to their learning. These measures ensure that all PP children can actively and fully engage in school life.

Furthermore, the provision of extracurricular activities and life skills programmes has enriched their educational journey and promoted a more holistic development. Enhanced enrichment opportunities, such as instrumental music lessons, increased sports activities, school trips, and whole-school events like Diversity Day, have played a pivotal role in developing social and emotional skills. These activities have had a positive impact on behaviour, mental health, and overall well-being.

Support for families has been strengthened, enabling them to provide better support for their children in terms of education and personal development.

#### **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.