

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	652
Proportion (%) of pupil premium eligible pupils	24.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025- 2026
Date this statement was published	December 2025
The date on which it will be reviewed	October 2026
Statement authorised by	Ms H Buttar
Pupil premium lead	Mrs N Subramaniam
Governor / Trustee lead	Mr. Muhammadu Kalam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£230,670.00
Recovery premium funding allocation this academic year	
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
Total budget for this academic year	£260,670.00

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. 24.7% 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 opportunities 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>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. On entry to the reception class, (15 pupils) 17% are PP, of which 87% (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.</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>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>Attendance and persistent absence</p> <p>Our current Pupil Premium pupils' absence rate is 93.1%. Many run the risk of being classified into the "persistent absenteeism" category. The unauthorised absence rate for 2024-25 was 1.8%. Poor attendance is linked to lower attainment and widening disadvantage.</p>
4	<p>Emotional and self-confidence issues</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>Cultural capital</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>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
Improved reading, writing and Maths attainment for disadvantaged pupils at the end of KS1 and KS2.	<ul style="list-style-type: none"> ● KS1 Phonics Screening outcomes show that 85% of disadvantaged pupils met the expected standard. ● KS2 Maths outcomes show that 80% (above the national average) of disadvantaged pupils met the expected standard. ● KS2 reading outcomes show that 80% (above the national average) of disadvantaged pupils met the expected standard. ● KS2 Writing outcomes show that 80% (above the national average) of disadvantaged pupils met the expected standard.
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"> ● Internal diagnostic language and reading assessments (e.g., baseline, NELI, where used, standardised reading measures) show average PP gains of at least +6 months over the academic year. ● KS1 phonics outcomes: PP pass rate (Year 1 phonics check) at or above the national disadvantaged average. ● KS2 reading outcomes show measurable improvement in comprehension question performance and reading fluency measures.
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"> ● Qualitative data from pupil voice, parent surveys and teacher observations that report and show that pupils feel safe, happy, and valued at school. ● an increase in participation in enrichment activities among disadvantaged pupils

<p>To achieve and sustain the self-regulation skills of our disadvantaged pupils.</p>	<p>Observations and pupil attainment will show that:</p> <ul style="list-style-type: none"> ● 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. ● 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. ● Our disadvantaged pupils will be given real responsibility, and we will promote independence by giving less help.
<p>Our disadvantaged pupils participate in a wide range of enrichment activities offered.</p>	<ul style="list-style-type: none"> ● All PP pupils participate in at least 3 activities each year. ● Tracking extracurricular activities used to prioritise and direct PP students to participate. ● PP pupils will have socio-economic barriers removed to support the development of skills essential for the curriculum.
<p>Increase parental engagement and home learning support</p>	<ul style="list-style-type: none"> ● Improved parental engagement (attendance at parent events, completion rates for home reading), and increased usage of school-supported digital learning platforms by PP families. ● Parental confidence surveys and targeted literacy/IT training show increased parental self-reported ability to support learning

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: £ 120,000

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.</p> <p>Ensure that all staff are explicitly teaching 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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</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. https://educationendowmentfoundation.org.uk/news/eef-blog-through-the-keyhole-of-the-reading-house-part-1-vocabulary-comprehension-and-word-reading</p> <p>IMPROVING LITERACY. Supporting oral language</p>	<p>1,2</p>

<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>.</p>	<p>development. EEF</p> <p>There is strong evidence base that suggests oral language interventions, including Habits of Discussion Oral language interventions Toolkit Strand Education Endowment Foundation EEF</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. 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>	<p>1,2,3</p>

<p>Embed high-quality adult/child interactions in the early years and across the school.</p> <p>Develop language-rich learning environments including sign language.</p> <p>Embed 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>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1669908834</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>https://educationendowmentfoundation.org.uk/public/files/Law et al Early Language Development final.pdf</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"> ● 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>	<p>2</p>
---	---	----------

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

Budgeted cost: £123,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher tutoring	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) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2
PP boosters	Small-group tuition has an average impact of four months of additional progress over a year. (+4 months) EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,4
SATs Companion and ReadingPlus	Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. (+ 4 months) 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	1,2
Intervention Teaching (over the Tutoring budget)	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) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2

<p>Easter school and Saturday school</p>	<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>	<p>1,2</p>
<p>Extended day in Years 5 and 6</p>	<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>	<p>1,2,4</p>
<p>Resources -CGP books</p>	<p>Homework: A 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>	<p>1,2</p>
<p>Stay n Read and Stay n Play</p>	<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>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf</p>	
<p>Flash Academy Tuition</p> <p>We will provide bespoke rewards for pupils making progress with language acquisition.</p>	<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>One-to-one tuition EEF (educationendowmentfoundation.org.uk)</p>	

<p>Breakfast for pupils during assessment weeks</p>	<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>https://ifs.org.uk/publications/8714</p>	
<p>Oracy skills through story sacks and Voice 21</p>	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>2,3,4</p>
	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Voice 21 study: Olive Hill Primary Academy identified that their maths attainment was passable but were concerned that their students with lower attainment had poor confidence levels and perceptions of themselves as mathematicians. Since introducing oracy strategies, and in particular the 'Teaching for Mastery' approach, the percentage of children reaching age-related expectations in KS2 rose by 13%. Additional strategies that increased attainment include explicit teaching and modelling of oracy, scaffolding opportunities for students to practice using subject-specific vocabulary in full sentences, and using games like taboo to help reinforce learning.</p>	

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

Budgeted cost: £ 12,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance improvement strategy	<p>Attendance schemes, including breakfast clubs. 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>	3
Training for Emotional Literacy Support Assistants (ELSA) and Wellbeing Ambassadors	<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>	3,5
Language immersion experience trip to Lille	<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>	4,5
Teaching life skills	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	4

<p>Parental workshops</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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>6</p>
<p>PP Forest School Award including Eco-School Award</p> <p>Leading parent Partnership : To build positive relationships with our disengaged parents</p> <p>Inclusion Quality Mark</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>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, & 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>	<p>3,4,5</p>
<p>Chess club</p>	<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>Forrest, D., Davidson, I., Shucksmith, J., & Glendinning, T. (2005). "Chess development in Aberdeen's primary schools: A study of literacy and social capital." University of Aberdeen.</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>	<p>1,4</p>

	<p>programme of physical sports. The results showed a significant gain in mathematical solving ability for the children in the chess programme.</p> <p>Meloni & Fanari (2021), "Does chess training affect the meta-cognitive process and academic performance?" Cognition and Exploratory Learning in the Digital Age.</p>	
The Brilliant Club	<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: £ £230,670

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

	22/23	23/24	24/25
Y1 Phonics ALL	86%	94%	89%
Y1 Phonics DIS	77%	81%	63%

Year 4 Multiplication Times Tables Check (Mean Average)

	22/23	23/24	24/25	School compared with National
Y4 Maths Table test ALL	24	24.8	24.9	20.2
Y4 Maths Table test Dis	24	24.7	24.9	20.9

Year 6 SATs

Year Group	Baseline outcome	End of Year 6	Greater Depth Standard (%)	National Average for PP 2023
Y6 Reading (Dis)	47%	90%	48%	60%
Y6 Writing [Dis]	13%	85%	30%	58%
Y6 Maths (Dis)	39%	85%	61%	59%
Y6 Grammar (Dis)	60%	85%	9%	N/A
Combined [Dis]	4%	85%	4%	46%

These results demonstrate strong attainment, particularly in reading and GPS, where disadvantaged pupils have exceeded national expectations. The high percentage of pupils achieving greater depth in reading (48%) and GPS (61%) reflects the effectiveness of enhanced teaching and targeted interventions. Writing with greater depth remains an area for further focus.

Year 2 Phonics Screening

The phonics screening check results for disadvantaged pupils show 88% meeting the expected standard. While this indicates improvement, it remains a priority to further strengthen early literacy skills.

Year 4 Multiplication Times Tables Check (MTC)

The mean score for disadvantaged pupils was 24.9, indicating solid progress and attainment in multiplication fluency, consistent with our focus on strengthening mathematical skills.

Year 1 Phonics Attainment Summary

Our target attainment for the Year 1 Phonics Screening Check was 86% (12 out of 14 students), based on the initial cohort size. The actual attainment achieved was 63% (10 out of 16 students).

To meet the 86% target, four additional students would have needed to pass. The primary factor contributing to this shortfall was unforeseen absences; three students who were on track to pass the screening were absent during the assessment week. Furthermore, the cohort grew due to the enrollment of two new students who had recently arrived in the country and possessed no prior foundational knowledge of phonics, which consequently impacted the overall attainment percentage.

In Reception, 69% 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.

Literacy, Vocabulary, and Oracy

Oral development was noted as an area of relative weakness, which has prompted the reintroduce of habits of discussion initiative school-wide. This approach, alongside staff training, will increase pupil confidence in speaking and listening, and strategies are being embedded to develop oracy further.

Further, Literacy Gold continues to be implemented to increase reading comprehension through vocabulary and morpheme analysis, with a particular focus on disadvantaged pupils and those with SEN needs. The introduction of Reading Plus, an online personalised platform, is supporting upper Key Stage 2 reading, providing tailored comprehension practice and accelerating progress for targeted groups.

NELI and Flash Academy interventions are delivered by trained staff and remain integral to improving language acquisition and literacy skills throughout the school.

Attendance and Family Engagement

Attendance remains central to our drive for academic excellence.

- **Total Attendance for the Year 24-25: [89.65%](#)**
- **Unauthorised absence: [3.57%](#)**

Although targeted work by the Attendance and Family Support Officer has positively impacted engagement, attendance rates have not met targets. A renewed focus is in place, including early intervention, collaborative family approaches, and innovative incentive-based programmes.

Parental engagement has become a genuine strength, with improved tracking and proactive implementation of parent-led suggestions. The school was awarded the Parent Partnership award, validating close collaboration and shared approaches with families. Regular, well-attended events—such as Stay and Read sessions, workshops, and coffee mornings—have empowered parents and built community capacity.

Social-Emotional provision and Cultural Capital

Provision for social and emotional well-being was significantly expanded. Forest School activities now reach all year groups, and plans for new clubs are underway, bolstering resilience, teamwork, and leadership skills. The Wellbeing Ambassador coaching scheme, training PP students in peer support and wellbeing, is embedding a culture of empathy and student voice.

The *Brilliant Club* initiative experienced strong parental involvement and heightened pupil aspiration following a visit to Jesus College, Cambridge. Pupils' interest in university pathways is at an all-time high, with ongoing plans to further involve families.

Enrichment, Clubs, and Wider experiences

The expanded offer has eradicated key barriers for disadvantaged pupils:

- The chess club is a notable success, with pupils competing in local tournaments.
- The Lille trip provided vital life and cultural experiences for all Year 5 children.
- Opportunities to participate in a variety of clubs were enhanced; full subsidy for uniforms, stationery, and trips removed financial barriers.
- Extracurricular activities—from music lessons to Diversity Day—have promoted holistic development and improved behaviour, mental health, and wellbeing.

Academic support and Booster programmes

Year 6 booster groups were established early, supplemented by additional *Saturday School* sessions in the spring term. School-led tutoring and teacher-run interventions have continued to ensure disadvantaged pupils receive precise, effective support at every stage.

Next Steps

- **Vocabulary & Oracy:** Continue expanding *Reading Plus* to address reading comprehension, with ongoing evaluation of impact.
- **Attendance:** Further strengthen family involvement, broaden attendance initiatives (including prize-based drives), and maximise the expertise of the Attendance & Family Support Officer.
- **Literacy:** Continue rigorous phonics and early literacy interventions in Key Stage 2, aiming to close gaps for disadvantaged pupils.
- **Parental engagement:** Advance partnership approaches and feedback systems, keeping parent voice central to decision-making and provision design.
- **Social-Emotional & Enrichment:** Launch and widen Forest School; expand music, sports, and whole-school events; further grow peer support and wellbeing strategies.
- **Academics support:** Sustain and adapt booster and tutoring provisions, closely tracking impact. Saturday School and targeted interventions will remain a focus for Year 6.
- **Monitoring club uptake:** Track and analyse disadvantaged pupil participation in all clubs and enrichment,

using data to expand popular opportunities and remove barriers.

Overall, the school's multi-layered strategy has produced strong academic and personal outcomes for disadvantaged pupils, with progress seen in attainment, wellbeing, participation, and culture. Continued work on vocabulary, writing at greater depth, attendance, early phonics, and sustained family partnership will be the main priorities for 2025–26. Lake Farm Park Academy remains committed to ensuring every pupil benefits from an ambitious curriculum, meaningful enrichment, and tailored support at every step.

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
SATs Companion	
TTRockstars	Maths Circle Ltd.
ReadingPlus	Daisy Education

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

<p>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.</p> <p>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.</p>
--