



## Pupil Premium Action Plan 2019/2020

Summary Information			
School	Lakeside Primary School		
Academic Year	2018-2019	Total budget	81,840
Total No of pupils	226	Number of pupils eligible for PP	52
Date of review	November 2019	Date of next review	November 2020

	School not eligible for PP			School PP		
KS 2 % achieving exp+ RWM	58%			60%		
	R	W	M	R	W	M
KS 2 Attainment	69%	64%	69%	80%	73%	80%
KS 2 Progress	-1.54	-4.71	-2.54	-1.78	-4.24	-1.42

\*Figures are from internal data trackers

### Action Plan for Current Year – 2019/2020

#### In-school barriers (issues to be addressed in school, such as poor oral language skills)

	Barriers	Desired outcomes	Success Criteria
S1	Poor language and communication skills on entry to EYFS which impedes progress across all areas of learning	<ul style="list-style-type: none"> <li>Pupils language and communication skills improve to an age appropriate level</li> <li>Children understand the speaking and listening rules and are able to speak with clarity, using standard English</li> <li>Children can clearly and confidently explain their understanding (at an age appropriate level)</li> </ul>	<ul style="list-style-type: none"> <li>Outcomes for PP children improve and an increased % achieves ARE for Communication and Language</li> <li>Assessment information shows the gap between PP and Non-PP is reducing</li> <li>Formative assessment analysis will show gaps are being addressed and closed</li> <li>Increased attainment across the curriculum as pupils skills are being consistently transferred</li> </ul>
S2	Lack of basic skills in reading – pupil premium pupils make less progress at reading than non-pupil premium Sch 2019 and below the NA for	<ul style="list-style-type: none"> <li>Pupils read regularly and have access to high quality texts within all lessons</li> <li>Children have opportunities to talk about</li> </ul>	<ul style="list-style-type: none"> <li>Assessment information shows the gap between PP and Non-PP is reducing</li> <li>Formative assessment analysis will show</li> </ul>



	Non Pupil Premium	<p>what they have read to improve vocabulary, language skills and confidence</p> <ul style="list-style-type: none"> <li>• Pupils read, at an age appropriate level, with fluency and confidence</li> </ul>	<p>gaps are being addressed and closed</p> <ul style="list-style-type: none"> <li>• PP outcomes are improving and getting closer to NA</li> <li>• Increased attainment across the curriculum as pupils skills are being consistently transferred</li> </ul>
S3	Lack of basic skills in writing – pupil premium pupils make better progress at writing than non-pupil premium Sch 2019 but below NA for Non Pupil Premium	<ul style="list-style-type: none"> <li>• Pupil have opportunities to write regularly and at length</li> <li>• High quality texts are used to support improvement in language, vocabulary and composition</li> <li>• Opportunities to increase grammar and spelling skills are frequent through exposure to high quality texts, daily and specific lessons</li> <li>• Fundamental grammatical skills are embedded and over learn in the Autumn term and then subsequently revisited over the year.</li> <li>• Pupils are able to discuss their writing with confidence and pride and identify where they need to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment information shows the gap between PP and Non-PP is reducing</li> <li>• Formative assessment analysis will show gaps are being addressed and closed</li> <li>• PP outcomes are improving and getting closer to NA</li> <li>• Increased attainment across the curriculum as pupils skills are being consistently transferred</li> </ul>
S4	Lack of basic skills in maths – pupil premium pupils make better progress at maths than non-pupil premium Sch 2019 but below NA for Non Pupil Premium.	<ul style="list-style-type: none"> <li>• Pupils have a wider range of mathematical opportunities within the curriculum to practise basic skills</li> <li>• Pupils experience practical activities (at an age appropriate level) that enable them to practise skills, explain and reason, developing their mathematical talk</li> <li>• Children develop fluency and recall of written and mental strategies</li> <li>• Children tackle new concepts, activities and challenges with confidence</li> <li>• Children are able to work independently and</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment information shows the gap between PP and Non-PP is reducing</li> <li>• Formative assessment analysis will show gaps are being addressed and closed</li> <li>• PP outcomes are improving and getting closer to NA</li> <li>• Increased attainment across the curriculum as pupils skills are being consistently transferred</li> </ul>



		collaboratively choosing the appropriate strategies to solve problems, answer questions and apply skills	
S5	Some pupil premium children do not have the social skills that allow them to work collaboratively at an age-appropriate level	<ul style="list-style-type: none"> <li>Pupils will be able to work collaboratively with their peers as a result of improved social skills</li> <li>Attention and concentration will be improved and pupils will engage in a range of learning opportunities and sustain interest for longer periods of time</li> </ul>	<ul style="list-style-type: none"> <li>Attitude to learning will be improved and pupil engagements will be higher</li> <li>Pupils will be using a wider range of tools and strategies to be independent.</li> </ul>
S6	Some pupil premium children do not have age appropriate behaviours for learning and find learning challenging	<ul style="list-style-type: none"> <li>Pupils will demonstrate a higher level of perseverance and determination – the ability to commit to a longer task and see a challenge through to completion</li> <li>Pupils will have age appropriate strategies for success learning that will support and enhance their progress</li> </ul>	<ul style="list-style-type: none"> <li>Attitude to learning will be improved and pupil engagements will be higher</li> <li>Pupils will be using a wider range of tools and strategies to be independent e.g. 5 B's</li> <li>Improved outcomes across a range of curriculum areas</li> <li>Assessment information shows the gap between PP and Non-PP is reducing</li> </ul>
S7			

<b>External barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )			
	<b>Barriers</b>	<b>Desired outcomes</b>	<b>Success Criteria</b>
E1	There is a higher level of low attendance and punctuality for pupil premium children	<ul style="list-style-type: none"> <li>PP children attend school regularly and on time</li> </ul>	<ul style="list-style-type: none"> <li>All pupil's attendance to be in line with NA %</li> <li>Improved punctuality of targeted pupils</li> </ul>
E2	Families need support and signposting in accessing resources and skills to support their children's learning and social development in the home environment	<ul style="list-style-type: none"> <li>Pupils will read regularly at home and in school</li> <li>Pupils will complete home learning tasks set that support children's learning in the classroom</li> <li>Parents enhance their skills in supporting their children's emotional and social development</li> </ul>	<ul style="list-style-type: none"> <li>Assessment information shows the gap between PP and Non-PP is reducing</li> <li>Formative assessment analysis will show gaps are being addressed and closed</li> <li>PP outcomes are improving and getting closer to NA</li> <li>Home learning tasks completed by PP children in accordance with school policy</li> <li>Parent and pupil voice surveys show higher parental</li> </ul>



			engagement in school activities
E3	Disadvantaged pupils lack opportunity for wider enrichment experiences	<ul style="list-style-type: none"> <li>Pupils have access to a broader range of experiences – social/cultural/sporting</li> <li>Children attend events and visit places that they may not have previously experienced</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have raised aspirations and desire to be successful</li> <li>Children eligible for PP are motivated and learn from these experiences</li> </ul>
E4	Parental engagement and understanding of curriculum expectations is lower in pupil premium families	<ul style="list-style-type: none"> <li>Parents to be actively involved in the learning process</li> <li>Parents have a clear understanding of the expectations for their child’s year group</li> <li>Parents support their child’s learning at home</li> </ul>	<ul style="list-style-type: none"> <li>Positive parental feedback from surveys/questionnaires</li> <li>Increased attendance at parent consultations/meetings</li> <li>Increased attendance at parental activities/workshops</li> <li>Improved outcomes for pupil premium pupils</li> </ul>

Methodology	Barrier	Action – what are you doing?	Reasoning – why have you chosen this approach?	Intended outcome	How will it be measured?	Cost
Quality first teaching	S2 – Lack of basic skills in reading	<p>Use of high quality texts in all lessons to support curriculum.</p> <p>Access to online reading scheme to use at home and in school – comprehension questions linked to each book read (Serial Mash and Purple mash)</p> <p>Access to library</p>	<p><i>Assessment information shows a gap between PP and Non-PP attainment. Reading diaries show that many PP children do no read regularly at home:</i></p> <p>High quality texts will engage children and allow experience of different genres. These texts will also expose children to a range of higher level vocabulary. Majority of PP children have access to tablet/mobile devices at home and reading online and playing associated games/earning coins is an effective incentive to encourage children to read outside of school. Purple Mash/Serial Mash require children to answer comprehension questions therefore helping to increase reading comprehension attainment. Children visit the library weekly and can borrow books to take home and</p>	<ul style="list-style-type: none"> <li>Assessment information showing the gap between PP and Non-PP children is decreasing</li> <li>Formative assessment analysis shows that gaps in knowledge and understanding are being closed</li> <li>Increase in % of PP children achieved</li> </ul>	<p>Progress checked half termly</p> <p>Pupil Progress meetings with Class teachers</p> <p>Termly formative assessments to take place</p>	£1380



	books	read outside of school, allowing a broader range of reading to take place.	ARE	SLT	
S3 – Lack of basic skills in writing	<p>Use of high quality texts in all lessons to support curriculum.</p> <p>Redesigning whole school English curriculum to provide a consistent approach to teaching writing</p> <p>Use of daily starters (spelling/vocabulary/grammar) to provide a daily practise</p>	<p><i>Assessment information shows a gap between PP and Non-PP writing attainment:</i></p> <p>High quality texts will engage children and allow experience of different genres. These texts will also expose children to a range of higher level vocabulary to allow the children to use this in their own writing. By redesigning the English curriculum in school children will have a consistent structured approach on developing their independent writing, consistent and structured approaches support PP to make more than expected progress. Whole school approach to letter formation and handwriting skills. Constant revisiting of basic writing skills during the starters and throughout the lessons will improve knowledge and understanding and therefore attainment.</p>	<ul style="list-style-type: none"> <li>Improved attitudes to learning</li> </ul>	monitoring – lesson observations /book trawls/pupil voice	£10000
S4 - Lack of basic skills in maths	<p>Use of daily starters (counting/intelligent maths/reasoning) to provide a daily practise</p> <p>Timetable Rock stars to be used weekly in all KS2 classes and daily in Yr4</p> <p>All classes to complete daily</p>	<p><i>Assessment information shows a gap between PP and Non-PP maths attainment:</i></p> <p>Use of the daily starts allow constant revisiting of basic maths skills which will improve knowledge, understanding and attainment.</p> <p>Times Table rock stars increases the speed, accuracy and fluency of multiplication and associated division questions. The majority of PP children have access to tablet/mobile devices at home and TT rock stars is an online resource that all children have accounts for. It also has a competitive edge as children complete against each other to be a rock legend and earn coins to buy new accessories for their rock star.</p> <p>Daily arithmetic practise increasing attainment at written methods of arithmetic which children can</p>			£350



		arithmetic sessions	then transfer to the reasoning element of mathematics				
S5/S6 – Lack of age appropri- ate social skills and behavio- urs for learning	Strategies to improves staff understanding of strategies available to support the wellbeing of pupils	Training for staff on ways to support the development of PP children’s social skills within the classroom environment to allow effective collaborative	Friendship group sessions with identified children from Family support worker to develop social skills	Implementing strategies to encourage more independent learning behaviours.	Research into EEF Sutton Trust toolkit into metacognition and self-regulated	<p><i>Assessment information shows a gap between PP and Non-PP attainment in all areas of the curriculum. All monitoring shows that staff need further support in developing different strategies to support children with social skills and/or behaviours for learning. Monitoring also shows that some PP children need support in developing age appropriate social skills to work collaboratively and in independent learning/working:</i></p> <p>Staff training on improving knowledge, understanding, skills and provision of PP pupils wellbeing, social skills and independent learning skills will support PP children to achieve more than expected progress. Evidence shows that attending a friendship groups programme provides children with strategies to increase social skills allowing children to work collaboratively within lessons making more than expected progress in attainment. SLT research into metacognition and self-regulation will inform future PP strategies.</p>	



		learning approaches				
Targeted Support	S1 – Entry with below ARE for language and communication	Targeted interventions using Welcomm	<p><i>Assessment information shows a gap between PP and Non-PP attainment in language and communication:</i></p> <p>Following initial assessment of children with identified language and communication difficulties children will have short, regular sessions (2/3 x week for 10/15 minutes per session) over a set period of time (roughly 6 weeks) Evidence suggests this should be in conjunction with normal teaching.</p>	<ul style="list-style-type: none"> <li>• PP outcomes improve and children meet ARE for communication and language</li> <li>• Assessment information shows the gap between PP and Non-PP is reducing</li> </ul>	Pupil Progress meetings with Class teachers	£57,072
	S2/S3/S4 – Lack of basic skills in reading, writing and maths	<p>Targeted interventions</p> <p>Research into EEF Sutton Trust toolkit into high outcome strategies for attainment of disadvantaged children</p>	<p><i>Assessment information shows a gap between PP and Non-PP attainment in all areas of the curriculum:</i></p> <p>Targeted interventions (minimum 2 x weekly 30 mins TA and 2 x weekly 15 mins T) sessions will be used to plug identified gaps and make more than expected progress for PP children. SLT research into high outcome PP strategies from Sutton Trust will continue to inform future plans.</p>	<ul style="list-style-type: none"> <li>• Formative assessment analysis shows that gaps in knowledge and understanding are being closed</li> <li>• Increase in % of PP children achieved ARE</li> </ul>	Termly formative assessments to take place	
	S5/6 - Lack of age appropriate social skills and behaviours for learning	<p>Establish a Nurture group for identified pupils</p> <p>Targeted support programmes using advice from external agencies (School Nursing service, Malachi)</p>	<p><i>Assessment information from EYFS showing low scores in PSED. Assessment information shows a gap between PP and Non-PP attainment in all areas of the curriculum which Teachers can link to social skills, collaborative learning and behaviours for learning:</i></p> <p>Family support worker offers parents practical support in promoting positive social skills and behaviours for learning with their children and in friendship groups’ work. FSW to run a nurture group to target identified children increasing their social skills, self-worth and behaviours for learning.</p>	<ul style="list-style-type: none"> <li>• Assessment information shows the gap between PP and Non-PP is reducing</li> <li>• Improved attitudes to learning</li> <li>• Increased self confidence</li> </ul>	SLT monitoring – lesson observations /book trawls/pupil voice	



		Research into EEF Sutton Trust toolkit into metacognition and self-regulated learning approaches	Support and advice from external agencies sought and targeted interventions programmes delivered by FSW/TA in school. SLT research into high outcome PP strategies from Sutton Trust will continue to inform plans.			
E1 – Attendance and punctuality	<p>Family Support Worker (FSW) tracks attendance and punctuality of disadvantaged pupils in school. Half termly attendance reports produced</p> <p>FSW offers support and advice sessions to identified families, creating stronger relationships between home and school</p> <p>EWO Service level agreement to begin January 2020</p> <p>Attendance prizes and assemblies used to create increased incentive for school attendance and punctuality</p>	<p><i>Attendance and punctuality reports show higher level of low attendance and punctuality from disadvantaged pupils:</i></p> <p>FSW builds positive relationships with families to support an increased level of attendance and punctuality. Termly tracking allows support to be focused where needed and families are signposted to external support when needed. EWO support to engage with families and support school.</p> <p>Class attendance rewarded weekly to promote increased levels of attendance throughout all year groups.</p>	<ul style="list-style-type: none"> <li>• Increased attendance</li> <li>• Increased punctuality</li> <li>• Stronger relationships between school and home</li> </ul>			
E2 – Support	FSW signposting families to services	<i>Historically families of PP children are less likely to access or engage with skills and resources provided</i>	<ul style="list-style-type: none"> <li>• Increased parental engagement</li> </ul>			





	needed to access resources and skills	to promote and support outside learning  Parent workshops offered throughout academic year on different subject areas, including Phonics/Computing/EYFS/Online safety  Curriculum Overview Plans (COPs) on website to inform parents of the topics children will be covering in each subject area	<i>from school, and within the local community, to support children's learning:</i> Family support worker available each morning to engage with parents, build relationships, offer support and advice and sign post to resources and opportunities to support children's development and academic progress. Frequent parent workshops offered throughout year to develop understanding on different subjects and expectations taught throughout school. Workshops led by Teachers and external advisors. Each Teacher to upload COPS on the website informing parents of topics being taught throughout the year. Signposts to resources shared and opportunities for families to work alongside school also given. Parents encouraged to engage and promote learning outside the classroom.	<ul style="list-style-type: none"> <li>Increased participation with home learning activities</li> <li>Formative assessment analysis shows that gaps in knowledge and understanding are being closed</li> <li>Increase in % of PP children achieved ARE</li> </ul>		
Alternative approaches	S2/S3/S4 - Lack of basic skills in reading, writing and maths	After school booster clubs offered to targeted year groups/pupils	<i>Assessment information shows a gap between PP and Non-PP reading, writing and maths attainment:</i> Targeted individuals, classes and groups of children offered Booster sessions and clubs to plug any gaps in knowledge and skills and decrease the gap.	<ul style="list-style-type: none"> <li>Formative assessment analysis shows that gaps in knowledge and understanding are being closed</li> <li>Increase in % of PP children achieved ARE</li> </ul>	Progress meetings with Class teachers  Termly formative assessments to take place	
	S5/S6 – Lack of social skills	Creation of a dedicated Nurture space in school	<i>Assessment information shows a gap between PP and Non-PP attainment in all areas of the curriculum which Teachers can link to social skills, collaborative learning and behaviours for learning:</i>		SLT monitoring – lesson observations	£200



	and behaviours for learning	Nurture mentor available to work with identified children	A dedicated space in school to be re-designed as a Nurture room with space, resources and staff to allow children to work alongside a Nurture mentor to improving social skills and behaviours for learning by completing different groups activities.		/book trawls/pupil voice  Parent surveys	
E2 - Support needed to access resources and skills	EYFS send home Maths, English and Speaking and Listening bags half termly for parents to work through with children  Wellbeing and anxiety workshops with School Nurse and FSW to identified parents	<i>Historically families of PP children are less likely to access or engage with skills and resources provided from school ad within the local community to support children’s learning:</i> Children in Nursery and reception have Maths, English and speaking and listening bags sent home half termly for parents to complete with the children. Activities in the bags linked to learning taking place in class that half term. Wellbeing and anxiety workshops offered to identified families to support children’s social, emotional and mental health needs.	<ul style="list-style-type: none"> <li>• Assessment information shows the gap between PP and Non-PP is reducing</li> <li>• Improved attitudes to learning</li> <li>• Increased self confidence</li> </ul>			£170
E3 – Lack of opportunity for enrichment activities	Trips/residential and Educational experiences funded for disadvantaged families  Educational visitors invited into school to give opportunities for new experiences  Opportunities for all children to take part in specialist teaching programmes for	<i>Evidence suggests that children from disadvantaged families have less enrichment opportunities than Non-PP children:</i> Trips/residential and Educational experiences funded for disadvantaged families. Educational visitors invited into school to give opportunities for new experiences. Opportunities for all children to take part in specialist teaching programmes for Music (K2M) weekly and PE (Progressive Sports) half termly. After-school PE clubs also funded. Pupil Premium children targeted to encourage participation in after club clubs and activities.	<ul style="list-style-type: none"> <li>• Improved attitudes to learning</li> <li>• Increased self confidence</li> <li>• Increased enrichment opportunities allows children to draw on higher levels of vocabulary and experiences for their work and progress</li> </ul>			£9,000



		Music (K2M) and PE (Progressive Sports), 1-2-1 teaching for specific LAC, Laptops, tablets and uniforms for external groups (scouts) for LAC.				
	E4 – Parental engagement and understanding of curriculum expectations	<p>Parent workshops offered throughout academic year on different subject areas, including Phonics/Computing/EYFS/Online safety</p> <p>Curriculum Overview Plans (COPs) on website to inform parents of the topics children will be covering in each subject area</p> <p>FSW signposting families to services to promote and support outside learning</p>	<p><i>Research shows that increased parental engagement allows for increased progress and attainment:</i></p> <p>Family support worker available each morning to engage with parents, build relationships, offer support and advice and sign post to resources and opportunities to support children’s development and academic progress. Frequent parent workshops offered throughout year to develop understanding on different subjects and expectations taught throughout school. Workshops led by Teachers and external advisors. Each Teacher to upload COPS on the website informing parents of topics being taught throughout the year. Signposts to resources shared and opportunities for families to work alongside school also given. Parents encouraged to engage and promote learning outside the classroom.</p>			