



PUPIL PREMIUM STRATEGY

The Pupil Premium Report contains the following:

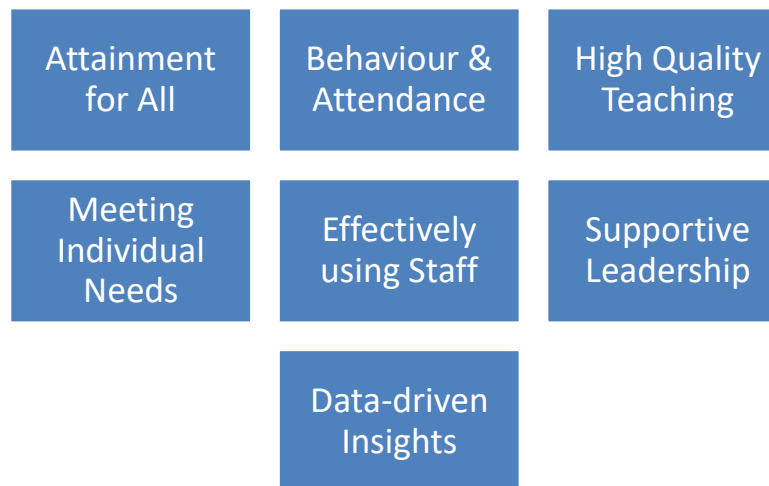
Pupil Premium Plan 2020-21

1. Overview
2. Context Statement and Barriers to Success
3. Planned Detailed Expenditure 2019-20
4. Reporting to parents and governors

Pupil Premium Review 2019-20

1. Overview
2. Barriers to Success
3. Actual Detailed Expenditure and Outcomes 2019-20
4. Impact Assessment 2019-20
5. Next Steps

7 KEY BUILDING BLOCKS FOR CLOSING THE GAP



NFER (2015)



Pupil Premium Plan 2020-21: Overview

School: Lakelands Academy	Date of most recent internal PP review: June 2021 Date of next internal PP review: October 2021
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Overview	2018-19	2019-20	2020-21
Number of pupils on roll	520	532	564
Number (and %) eligible for PPG	109 (21%)	118 (22%)	136 (24%)
Total PPG received	£98,266	£104,720	£113,645

2018-19 Results (last set of official examinations)	PP (19 pupils)	Non-PP (83 pupils)	All (103 pupils)	Difference (PP vs Non-PP)
Number of students	19	83	103	-
% of cohort	18%	81%	100%	-
Progress 8	-0.13	-0.03	-0.05	-0.1
4+ English / Maths	58%	70%	68%	-12%
5+ English / Maths	16%	31%	29%	-15%
EBacc 4+	32%	30%	31%	+2%

Context Statement

The Pupil Premium Grant is given to schools in order to support those students who fall into the categories of Free School Meals, Looked after Children and those children whose parents are in the Armed Forces. The Department of Education encourages schools to spend the money so that any barriers to success for Pupil Premium students are overcome, and if possible, any disadvantage is converted into advantage, with an aim to tackle educational inequality, boost progress, and help those students who need it most. Spending the pupil premium in an effective way is essential to 'closing the gap' for disadvantaged pupils. In a research report in 2017, the Education Policy Institute (EPI) found that children eligible for the pupil premium were, on average, 4.3 months behind their peers when they first started school and, by the time the cohort sat their GCSEs, the gap between pupil premium pupils and their peers had risen to 19.3 months.

At Lakelands, the Progress 8 difference between Pupil Premium students and non-Pupil Premium students in 2019 (the last examined series) was -0.1. It was -0.37 in 2017/18 and -0.62 in 2016/17; the Pupil Premium Grant is directed and spent with a view to diminishing this difference. To do this, Lakelands spends the Pupil Premium Grant on a variety of strategies aimed at raising aspirations, increasing engagement with school life, improving academic achievement, supporting mental health and wellbeing, and building cultural capital. Our strategies are informed by evidence, rigorously monitored, and evaluated to determine the effectiveness in breaking down the barriers to success. Pupil Premium at Lakelands is overseen by the Deputy Headteacher and a Pupil Premium Governor. However, Lakelands believes that it is through the commitment of every member of staff that the gap will close – through good quality teaching and support of every child.

Barriers to success: 'Diminishing the Difference'

We have identified specific barriers to success that our Pupil Premium eligible students may encounter throughout their time at Lakelands, based on data and staff input. Not all students may experience all, or any, of these barriers; however, it is by using the Pupil Premium Grant effectively to challenge and overcome the barriers that we will be able to diminish the difference for our unique context. The barriers identified for Lakelands Pupil Premium eligible students are:

- A. Poor attendance of some Pupil Premium students – ability, desire or skills to attend school, leading to underachievement.
- B. Some students with low expectations of themselves and low aspirations – impacting on attainment, particularly of *high potential* students, behaviour and attendance.
- C. Limited literacy and numeracy of some Pupil Premium students – poor basic entry literacy and numeracy skills, affecting progress across all subjects.
- D. Challenges with regard to mental health and wellbeing, affecting progress and engagement with school.
- E. Lack of independence and organisation of some Pupil Premium learners, leading to underachievement, e.g. homework below the desired standard.
- F. Lack of 'cultural capital' (the necessary skills, knowledge, norms and values to succeed in school and beyond) amongst some.

PLANNED EXPENDITURE 2020/21 *EEF: Education Endowment Foundation – Teaching and Learning Toolkit (based on extensive international evidence)*

NFER: National Foundation for Educational Research

INTENT	IMPLEMENTATION	Planned allocation of PPG	Evidence for strategy	Target groups / cohort	Barriers targeted	Staff Lead	Monitoring Implementation	IMPACT
Improve attendance <i>This is to ensure students are in school, learning and making good progress</i>	1. Weekly Snapshot to monitor PP	£657	DfE (2016) - link between absence and attainment NFER (2014) – robust data, responding quickly	PP at less than 95%	A	AP JG	CBW to report to GP half-termly: 21.10.19 16.12.19 10.2.20 30.3.20 18.5.20 6.7.20	Improved engagement / progress Above 95% Gap < 0.2 (2018-19 0.36%; 2017-18 1.3%)
	2. AHOY weekly meeting with EWO	£2840						
	3. Work with target students / families to tackle low attendance							
Improve PP progress – particularly Mid/Higher <i>This is to improve attainment and increase future opportunities</i>	1. Use CAT/PASS tests to identify areas of strength/weakness to inform teaching/support	£1986	Ofsted (2013) – high quality teaching, using data to check effectiveness of strategies EEF – T&L strategies	Y7-11 PP identified as under-achieving	B, E		<u>Faculty Leaders</u> monitor strategies in lessons <u>GP / SLT</u> monitor impact through observation and book samples (Nov 2019 & June 2020)	Teachers support PP in lessons more effectively, monitoring work closely Close Progress 8 gap – aim for 0 (2019 – 0.09; 2018 - 0.37)
	2. Action & Impact programme – SLT with FLs plan strategies for each year group	£9881						
	3. Coaching Programme focused on strategies to improve PP progress (focused on feedback, HW, mastery learning)	£2166						
	4. Revision support classes, provision of revision guides and software to support literacy and numeracy interventions	£11,311						
Raise aspirations – through careers programme/STEM	1. Careers information, advice, guidance – targeted at PP	£2636	DfE (2014) – importance of information /	All PP	B, F	AP	AP to meet fortnightly with Careers Lead –	Higher aspirations lead to improved engagement, wellbeing and progress
	2. Further / higher education and careers experiences to raise aspirations of PP	£884		Targeted PP				

<i>This is to increase advantage / opportunities in life</i>	3. Rainbow Programme (Parental engagement)	£2078	support for PP	Students with identified barriers to achievement		SBe	PP standing item <u>SBe</u> monitoring development of STEM	100% of Rainbow – parents met, targets set/met
	4. STEM events in Y7-10 (PP targeted for involvement, support with finance where necessary)	£307	EEF: Aspiration Interventions , Parental engagement					
	5. Landau In2 Programme – targeted support for Y11s / Y10s (Asdan Group, targeted Y11s, Kettlemere)	£977	Sutton Trust: low uptake of STEM subjects					
Accelerate progress in literacy / numeracy (intensive focus on Y7/8)	1. Literacy Online to diagnose reading & spelling strengths / development areas – to inform cross-curricular literacy	£2536	Ofsted: importance of thorough analysis of literacy / numeracy to lead to action / intervention EEF: Reading strategies, parental engagement	PP students with below average literacy	C	ALW	<u>ALW</u> to keep literacy high on the agenda; book samples every term <u>GP</u> to monitor <u>GP</u> to monitor	Improved literacy and numeracy skills impact on progress overall, including better exam literacy 90-100% of Y7-9 PP make Reading / Spelling Age progress from Oct 19 – April 20
<i>Strong literacy skills lead to improved curriculum access and better progress across all subjects</i>	2. Reading Cloud – half-termly monitoring by English Team, with follow-up recommendations and support for students	£947		PP students who need support in extending reading habit		PM English Team		
	3. Book Club for Year 7 – Targeted PP students; measure progress through Literacy Online	£525		All PP		ALW		
	4. Maths Zones in Y7/8 to improve mental arithmetic	N/A				VH		
	5. Training of TAs in most effective support strategies and deploy most effective with most in need	£184	NFER (2015): effective deployment of staff	PP with SEN		ALW	<u>AP</u> to monitor	Better able to access curriculum
Strengthen curriculum to engage PP	1. Opportunities built into the curriculum to enrich the vocabulary of PP	£4046	Ofsted: curriculum can powerfully address	All PP	B, C, F	FLs / Subject teachers	<u>GP</u> to monitor	Higher aspirations / cultural capital
	2. Opportunities to enrich understanding of further /							

<i>To ensure PP access the curriculum and make good progress</i>	higher education and careers routes of subjects		social disadvantage					Progress gap closing across all subjects
Strengthen Teaching and Learning strategies <i>To better engage PP and improve progress</i>	1. Action and Impact process – agreed strategies at Faculty meetings to address PP underachievement 2. Staff Development focused on sharing strategies through co-coaching 3. Staff Development on latest research on best practice	See 'Improve PP Progress' section £1181	EEF, Hattie & Evidence Based Teacher Network: effective T&L Ofsted (2013): importance of data analysis, strong feedback, teacher awareness	PP who are under-achieving	B, C, E	FLs / SLT GP GP	<u>GP</u> to monitor (after each data input point) <u>SBe</u> to monitor <u>SBe</u> to monitor	Improved engagement / faster rates of progress Progress gap closing across all subjects
Support mental health/wellbeing of targeted PP <i>Good mental health is essential to reduce disadvantage, increase engagement and open up opportunities for the future</i>	1. Rainbow Programme – targeted students in Y7/8 (focused on strategies to improve wellbeing, where appropriate) 2. PP students targeted for sports involvement to help maintain good physical / mental health 3. Counselling service based in the Wellbeing Centre 4. School Nurse based in the Wellbeing Centre 5. Educational Psychologist 6. Spectra Services Support 7. Mentoring – community support at lunchtimes	See 'Raise aspirations' section £2581 £1355 N/A £1008 £798 N/A	NGA (2018) – need for focus on pastoral barriers EEF: parental engagement, social & emotional learning, sports participation	Students with identified barriers to wellbeing / progress Identified PP with mental / physical health issues PP requiring 1-2-1 guidance	D	SLT / Pastoral Team PE Team School Counsellors School Nurse Christian support workers AHOY	<u>HOYs / SLT</u> to evaluate impact of pastoral interventions	100% of Rainbow group – parents met, targets set/met Improved wellbeing and engagement in school life

	8. Support from the Assistant Head of Year – based in the Wellbeing Centre	£1498		PP who need safe, welcoming place		SEN Team		
	9. Art Therapy	£963						
	10. Breakfast Club	£1299						
Implement strategies to improve behaviour of a small number <i>Good behaviour will help ensure better engagement and progress</i>	1. Staff Development focused on effective behaviour management	£2362	EEF: Behaviour interventions	PP with behaviour challenges	B, D	SLT	<u>AP</u> to monitor	Improved behaviour = better wellbeing / progress Reduction in no. of Behaviour Pts (comparing 2018-19 with 2019-20)
2. Intensive Behaviour Modification (IBM) programme for students finding it difficult to manage their behaviour	£4095	Pastoral Team / SLT						
3. Analysis of Achievement & Behaviour Pts of PP: implement support/actions where there are concerns	£19270	JG, HOYs				<u>AP</u> to monitor		
Independent Learning Skills Support Programme for Y8-9	1. SLT meet with key students over fixed period to help develop better independence	£8301	EEF: Quality Homework	PP lacking independent learning skills	B, C, E	SLT	<u>GP</u> to monitor	Improved independence leading to better progress / exam performance
	2. Staff Development on helping PP learners become more independent	£4598						
Increase engagement in extracurricular life	1. PP students with talents but lacking motivation targeted for sports, STEM activities, outdoor adventure learning, school show involvement, representation at events and other activities	£2807	EEF: Arts / Sports participation, outdoor adventure learning	PP not fully engaged in school life	A, B, D	Faculty Leaders / SLT	<u>GP</u> to monitor	Improved engagement / progress 100% of Rainbow group –
	2. Rainbow Programme identifies interests of PP and recommends	£4219				SLT / Pastoral Team		

	extracurricular opportunities							extracurricular targets met
	3. Music lessons for Pupil Premium	£981				SN	KW to monitor	
Improve 'Cultural Capital' to increase advantage for PP	1. Tutor Time focused on expanding cultural knowledge	N/A	Ofsted / National Curriculum: essential knowledge to be 'educated citizens'	All PP	F	HOYs	AP to monitor	Wider general knowledge, improved critical thinking, greater intellectual curiosity
	2. Debating Club established to develop broad, multi-faceted knowledge and critical thinking skills	£3741						
	3. Green Group – expand understanding and appreciation of environmental issues	N/A						
	4. Modern Foreign Languages trips to expand cultural awareness	Included above within extracurricular support						
Total Funding		£104,720						

Reporting to Parents (how, what, when)

- Regular reports sent home detailing student progress and attitude to learning
- Phone conversations with parents (Heads of Year / Assistant Heads of Year / Tutors)
- Parents Evenings for all students
- Rainbow Programme – with targeted students in Years 7 and 8
- Develop events to engage the community and parents in the provision of support.

Reporting to Governors (how, what, when)

- Deputy Headteacher delivers Pupil Premium update at each Governors Meeting
- Governor review of Pupil Premium Annual Report.



PUPIL PREMIUM REVIEW 2019-21

Actual Financial Overview		2018/19 Results (Last examined series)				
	2019/20		PP	Others	All	National Other
Number of pupils on roll	532	Number of students	19	83	103	-
Number (and %) eligible for PPG	118 (22%)	% of cohort	23	81	100	-
Total PPG received	£104,720	% achieving 4+ EnMa	58	70	68	Not published yet
		% achieving 5+ EnMa	16	31	29	Not published yet
		Progress 8	-0.22	-0.12	0.13	Not published yet

Barriers to success: 'Diminishing the Difference'

- A. Poor attendance of some Pupil Premium students – ability, desire or skills to attend school, leading to underachievement.
- B. Some students with low expectations of themselves and low aspirations – impacting on attainment, particularly of *high potential* students, behaviour and attendance.
- C. Limited literacy and numeracy of some Pupil Premium students – poor basic entry literacy and numeracy skills, affecting progress across all subjects.
- D. Challenges with regard to mental health and wellbeing, affecting progress and engagement with school.
- E. Lack of independence and organisation of some Pupil Premium learners, leading to underachievement, e.g. homework below the desired standard.
- F. Lack of 'cultural capital' (the necessary skills, knowledge, norms and values to succeed in school and beyond) amongst some.

PUPIL PREMIUM REVIEW 2019-21

EEF: Education Endowment Foundation – Teaching and Learning Toolkit (based on extensive international evidence); NFER: National Foundation for Educational Research

INTENT	IMPLEMENTATION	Planned allocation of PPG	Evidence for strategy	Target groups / cohort	Barriers targeted	INTENDED IMPACT	ACTUAL IMPACT
Improve attendance <i>This is to ensure students are in school, learning and making good progress</i>	1. Weekly Snapshot to monitor PP	£657	DfE (2016) - link between absence and attainment NFER (2014) – robust data, responding quickly	PP at less than 95%	A	Improved engagement / progress Above 95% Gap < 0.2 (2018-1919 0.36%; 2017-18 1.3%)	Due to a number of extreme cases of absence, the gap widened to -2.51 by the end of 2019-20. Since Sept 2020, the gap has continued to widen for authorised / unauthorised. <i>More intensive intervention needed to reduce the gap</i>
	2. AHOY weekly meeting with EWO	£2840					
	3. Work with target students / families to tackle low attendance						
Improve PP progress – particularly Mid/Higher <i>This is to improve attainment and increase future opportunities</i>	1. Use CAT/PASS tests to identify areas of strength/weakness to inform teaching/support	£1986	Ofsted (2013) – high quality teaching, using data to check effectiveness of strategies EEF – T&L strategies	Y7-11 PP identified as under-achieving	B, E	Teachers support PP in lessons more effectively, monitoring work closely Close Progress 8 gap – aim for 0 (2019 – 0.09; 2018 - 0.37)	Evidence from Faculty Review Week Nov19: good focus in lessons, outstanding progress in some cases, targeted questioning in many lessons. Spring 2021 figures show a wider gap in Y11 than other year groups, but significantly lower baseline ability. Y10 gap is narrow, despite wider ability gap – noticeably good progress. Y9 PP doing
	2. Action & Impact programme – SLT with FLs plan strategies for each year group	£9881					
	3. Coaching Programme focused on strategies to improve PP progress (focused on feedback, HW, mastery learning)	£2166					
	4. Revision support classes, provision of revision guides and software to support literacy and numeracy interventions	£11,311					

							well in Threshold and EBacc, but progress gap wider. <i>Y8, in particular, need targeting to close the gap.</i>
<p>Raise aspirations – through careers programme/STEM</p> <p><i>This is to increase advantage / opportunities in life</i></p>	1. Careers information, advice, guidance – targeted at PP	£2636	<p>DfE (2014) – importance of information / support for PP</p> <p>EEF: Aspiration Interventions , Parental engagement</p> <p>Sutton Trust: low uptake of STEM subjects</p>	<p>All PP</p> <p>Targeted PP</p> <p>Students with identified barriers to achievement</p>	<p>B, F</p>	<p>Higher aspirations lead to improved engagement, wellbeing and progress</p> <p>100% of Rainbow – parents met, targets set/met</p> <p>100% complete personalised career route planner</p>	START Programme for all; Assemblies (RAF, colleges etc); Futures Event cancelled (Covid); 11 PP attended Moreton Hall Careers Fair in 2019
	2. Further / higher education and careers experiences to raise aspirations of PP	£884					FE/HE guidance provided for target students
	3. Rainbow Programme (Parental engagement)	£2078					Weekly calls made during Lockdowns
	4. STEM events in Y7-10 (PP targeted for involvement, support with finance where necessary)	£307					STEM resources provided online during Lockdown
	5. Landau In2 Programme – targeted support for Y11s / Y10s (Asdan Group, targeted Y11s, Kettlemere)	£977					Landau Programme delivered (5 PP students)
<p>Accelerate progress in literacy / numeracy (intensive focus on Y7/8)</p> <p><i>Strong literacy skills lead to improved</i></p>	1. Literacy Online to diagnose reading & spelling strengths / development areas – to inform cross-curricular literacy	£2536	<p>Ofsted: importance of thorough analysis of literacy / numeracy to lead to action / intervention</p>	<p>PP students with below average literacy</p> <p>PP students who need</p>	<p>C</p>	<p>Improved literacy and numeracy skills impact on progress overall,</p>	Literacy Online data:
	2. Reading Cloud – half-termly monitoring by English Team, with follow-up	£947					<p>Y7 – no comparative data (due to Covid)</p> <p>Y8 PP – 88% PP made progress from 2019-21 (12% above non-PP)</p> <p>Y9 PP – 88% of PP made progress from</p>

<i>curriculum access and better progress across all subjects</i>	recommendations and support for students		EEF: Reading strategies, parental engagement	support in extending reading habit		including better exam literacy 90-100% of Y7-9 PP make Reading Age progress from Oct 19 – April 20	2019-21 (7% above non-PP). <i>Accelerating progress in reading is a priority for 2021-22 Development Plan</i> TA training took place Autumn 2019
	3. Book Club for Year 7 – Targeted PP students; measure progress through Literacy Online	£525			All PP		
	4. Maths Zones in Y7/8 to improve mental arithmetic	N/A	NFER (2015): effective deployment of staff	PP with SEN		Better able to access curriculum	
	5. Training of TAs in most effective support strategies and deploy most effective with most in need	£184					
Strengthen curriculum to engage PP <i>To ensure PP access the curriculum and make good progress</i>	1. Opportunities built into the curriculum to enrich the vocabulary of PP	£4046	Ofsted: curriculum can powerfully address social disadvantage	All PP	B, C, F	Higher aspirations / cultural capital Progress gap closing across all subjects	PD Days on curriculum development (including literacy focus); Staff Development on improving vocabulary PSHEE delivered at KS4 / Careers Programme
2. Opportunities to enrich understanding of further / higher education and careers routes of subjects							
Strengthen Teaching and Learning strategies <i>To better engage PP and improve progress</i>	1. Action and Impact process – agreed strategies at Faculty meetings to address PP underachievement	See 'Improve PP Progress' section	EEF, Hattie & Evidence Based Teacher Network: effective T&L Ofsted (2013): importance of data analysis, strong feedback, teacher awareness	PP who are under-achieving	B, C, E	Improved engagement / faster rates of progress Progress gap closing across all subjects	A&I process for all years carried out with PP targets set and monitored Staff Development on 2 Dec 2019 & 16 Nov 2020 Staff Development on Sept PD Days 2019 & 2020, Jan PD 2020, Teaching & Learning Toolkit each year for all teachers
2. Staff Development focused on sharing strategies through co-coaching	£1181						

<p>Support mental health/wellbeing of targeted PP</p> <p><i>Good mental health is essential to reduce disadvantage, increase engagement and open up opportunities for the future</i></p>	1. Rainbow Programme – targeted students in Y7/8 (focused on strategies to improve wellbeing, where appropriate)	See ‘Raise aspirations’ section	<p>NGA (2018) – need for focus on pastoral barriers</p> <p>EEF: parental engagement, social & emotional learning, sports participation</p>	<p>Students with identified barriers to wellbeing / progress</p> <p>Identified PP with mental / physical health issues</p> <p>PP requiring 1-2-1 guidance</p> <p>PP who need safe, welcoming place</p>	D	<p>100% of Rainbow group – parents met, targets set/met</p> <p>Improved wellbeing and engagement in school life</p>	<p>All contacted weekly during Lockdowns – for advice, guidance</p> <p>45 students in Y7-11 actively involved in extracurricular sports in 2019-20</p> <p>Counselling service - 22 PP students; increased to 2 counsellors in 2021</p> <p>Drop-in Service with School Nurse available</p> <p>5 PP students – regular support</p> <p>Mentoring available at lunchtimes – accessed by a range of students in 2019-20</p> <p>4 PP students - weekly Art Therapy sessions</p> <p>6 PP students attended</p>
	2. PP students targeted for sports involvement to help maintain good physical / mental health	£2581					
	3. Counselling service based in the Wellbeing Centre	£1355					
	4. School Nurse based in the Wellbeing Centre	N/A					
	5. Educational Psychologist	£1008					
	6. Spectra Services Support	£798					
	7. Mentoring – community support at lunchtimes	N/A					
	8. Support from the Assistant Head of Year – based in the Wellbeing Centre	£1498					
	9. Art Therapy	£963					
	10. Breakfast Club	£1299					
<p>Implement strategies to improve behaviour of a small number</p> <p><i>Good behaviour will help ensure better</i></p>	1. Staff Development focused on effective behaviour management	£2362	<p>EEF: Behaviour interventions</p>	<p>PP with behaviour challenges</p>	B, D	<p>Improved behaviour = better wellbeing / progress</p> <p>Reduction in no. of Behaviour Pts</p>	<p>Behaviour Management training Sept 19 PD Day</p> <p>IBM Programme in place for relevant students</p>
	2. Intensive Behaviour Modification (IBM) programme for students finding it difficult to manage their behaviour	£4095					

<i>engagement and progress</i>	3. Analysis of Achievement & Behaviour Pts of PP: implement support/actions where there are concerns	£19270				(comparing 2018-19 with 2019-20)	2020-21: Achievement Points on average 10% higher than non-PP; <i>Behaviour Pts for PP, on average, higher than non-PP – introduce CPOMs system to improve tracking/interventions; further staff training in de-escalation & restorative conversations</i>
Independent Learning Skills Support Programme for Y8-9	1. SLT meet with key students over fixed period to help develop better independence	£8301	EEF: Quality Homework	PP lacking independent learning skills	B, C, E	Improved independence leading to better progress / exam performance	SLT met with target students
	2. Staff Development on helping PP learners become more independent	£4598					Staff Development Autumn 2019
Increase engagement in extracurricular life	1. PP students with talents but lacking motivation targeted for sports, STEM activities, outdoor adventure learning, school show involvement, representation at events and other activities	£2807	EEF: Arts / Sports participation, outdoor adventure learning	PP not fully engaged in school life	A, B, D	Improved engagement / progress 100% of Rainbow group –extracurricular targets met	Subsidised extracurricular activities 2019-20 – London Trip, Arthog, Big Bang Fair, Jekyll & Hyde Trip
	2. Rainbow Programme identifies interests of PP and recommends extracurricular opportunities	£4219					Weekly contact with Rainbow Group students during Lockdown
	3. Music lessons for Pupil Premium	£981					8 PP students received weekly music lessons
Improve 'Cultural Capital' to increase advantage for PP	1. Tutor Time focused on expanding cultural knowledge	N/A	Ofsted / National Curriculum:	All PP			Resources on cultural knowledge shared across tutor team

	2. Debating Club established to develop broad, multi-faceted knowledge and critical thinking skills	£3741	essential knowledge to be 'educated citizens'	PP identified as <i>High Learning Potential</i>	F	Wider general knowledge, improved critical thinking, greater intellectual curiosity	Debating Club to start post-Lockdown Green Group – 4 PP students 2019-20 MFL trip did not take place due to Lockdown
	3. Green Group – expand understanding and appreciation of environmental issues	N/A					
	4. Modern Foreign Languages trips to expand cultural awareness	Included above within extracurricular support					
Total Funding		£104,720					

Impact Assessment

- Progress (P8) of PP students at Lakelands improved significantly in 2019 on previous years, continuing the 3 year trend of narrowing the gap. However, Covid has impacted on PP progress.
- % achieving 4+ in both English and Maths in 2019 improved significantly and the gap closed dramatically, continuing the 3 year trend of narrowing the gap.
- Gap between PP and Others achieving 5+ in English and Maths narrowed in 2019.
- Faculty Review Week observations of all teachers by Senior Leadership Team in November 2019 showed that Disadvantaged students were well focused across lessons; work was generally of a high standard and they were making good progress (outstanding progress in some cases).
- Attendance of Pupil Premium – the gap had reduced steadily over 3 years from 3.57% in 2016-17 to 1.3% in 2017-18 to 0.36% in 2018-19; however from September 2019 up until Lockdown, the attendance gap widened due to a number of cases where attendance was extremely low despite a programme of action/intervention by the Achievement Team and Educational Welfare Officer; comparisons with previous years of attendance since the pandemic began would be unreliable.

Next Steps

- Tackle the social impact of Covid as the top objective in the 2021-22 Academy Development Plan, with Pupil Premium students' wellbeing a central strand of this
- Continue to provide individualised support for all disadvantaged students, particularly to address the effects of Lockdowns
- Provide support for students on Pupil Premium who may be at risk of becoming potential NEETs
- Strive to diminish the difference through continued focus on the most effective Teaching & Learning strategies that sustain good progress
- Strive to reduce the attendance gap even further through weekly monitoring of PP attendance and developing stronger relationships with key families impacted by Covid
- Early intervention for the most in need, through Rainbow Programme (parental engagement)
- Build closer links with primary partner schools, to arrange early intervention for those at risk of underachievement

Three Year Trends *'Difference' is between PP and Others*

2018/19 Results	PP	Others	All	'Difference'
<i>Number of students</i>	19	83	103	
<i>% of cohort</i>	23%	81%	100%	
<i>% achieving 4+ EnMa</i>	58%	70%	68%	12%
<i>% achieving 5+ EnMa</i>	16%	31%	29%	15%
<i>Progress 8</i>	-0.22	-0.12	0.13	-0.1

2017/18 Results	PP	Others	All	'Difference'
<i>Number of students</i>	22	73	95	
<i>% of cohort</i>	24%	76%	100%	
<i>% achieving 4+ EnMa</i>	43%	70%	64%	27%
<i>% achieving 5+ EnMa</i>	23%	40%	36%	17%
<i>Progress 8</i>	-0.53	-0.16	-0.25	-0.37

2016/17 Results	PP	Others	All	'Difference'
<i>Number of students</i>	20	76	96	
<i>% of cohort</i>	21%	79%	100%	
<i>% achieving 4+ EnMa</i>	45%	75%	69%	30%
<i>Progress 8</i>	-0.98	-0.36	-0.49	-0.62