

# Lakelands Academy Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Lakelands Academy
Number of pupils in school	578
Proportion (%) of pupil premium eligible pupils	21% (118 students)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 – 2026
Date this statement was published	18 December 2023
Date on which it will be reviewed	12 June & 20 Nov 2024
Statement authorised by	Mr Hignett (Headteacher)
Pupil premium lead	Mr Pyburn (Deputy Headteacher)
Governor / Trustee lead	Mr Corfield

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,120
Recovery premium funding allocation this academic year	£32,016
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£156,136

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium Grant is directed and spent each year with a view to diminishing the difference between Pupil Premium (PP) and non-PP students. 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 high quality teaching and support of every child.

At Lakelands, the Pupil Premium gap at English and Maths 4+ has narrowed on 2022 – 6% in English and 10% in Maths. In 2022, the Progress 8 difference between Pupil Premium students and non-Pupil Premium students showed a reversal of the gap, but has widened this year; consequently, this is a priority area for improvement.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Poor attendance of some Pupil Premium students – ability, desire or skills to attend school, leading to underachievement.
2	Some students with low expectations of themselves and low aspirations – impacting on attainment, behaviour and attendance.
3	Limited literacy and numeracy of some Pupil Premium students – poor basic entry literacy and numeracy skills, affecting progress across all subjects, and performance in Maths and Science at GCSE
4	Challenges with regard to mental health and wellbeing, affecting progress and engagement with school.
5	Lack of independence and organisation of some Pupil Premium learners, leading to underachievement, e.g. homework below the desired standard.
6	Lack of ‘cultural capital’ (the necessary skills, knowledge, norms and values to succeed in school and beyond) amongst some.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improved attendance</p> <p><i>This is to ensure students are in school, learning and making good progress</i></p>	<p>Aim for PP attendance to be above or at the very least in line with national (currently 1% above in Dec23; overall, 85% in 2022-23)</p> <p>Aim to close the attendance gap or at least reduce to -4 (-7 in in 2022-23)</p> <p>Aim to close the unauthorised absence gap or at least reduce to -2 (-4 in in 2021-22)</p> <p>Improved progress figures (see below) resulting from improved attendance</p>
<p>Continue to close the Pupil Premium gap for Progress 8 (in particular, Maths and English) and attainment in Maths and English</p> <p><i>This is to improve attainment and increase future opportunities</i></p>	<p><b>Current Y11:</b></p> <p>Progress – aim to reduce P8 gap to at least in line with national (currently -0.89 based on November 2023 data)</p> <p>Attainment – Close Maths 4+ gap to 7% (2023: 10%) and 5+ gap to 11% (2022: 14%). Close English Language 4+ gap to 7% (2023: 10%) and 5+ gap to 15% (2022: 24%)</p> <p><b>Current Y10 (did not sit SATs)</b></p> <p>Maths 4+ - no gap in Autumn 23; close 5+ gap to 6% (Autumn 23: 9%). Close English Language 4+ gap to 7% (Autumn 23: 10%) and 5+ gap to 10% (Autumn 23: 14%)</p> <p><b>Current Y9 (did not sit SATs)</b></p> <p>Close Maths 4+ gap to 7% (Autumn: 10%) and close 5+ gap to 0 (Autumn 23: 1%). English Language 4+ - no gap in Autumn 23; close 5+ gap to 2% (Autumn 23: 4%)</p> <p><b>Current Y8: awaiting data point (Jan 2024)</b></p> <p>Continue trend of reversing the Progress 8 gap (Summer 23: +0.17). Close Maths 4+ gap to 14% (Summer 23: 17%) and 5+ gap to 12% (Summer 23: 15%). Close English Language 4+ gap to 12% (Summer 23: 15%) and 5+ gap to 6% (Summer 23: 9%)</p> <p><b>Current Y7: awaiting data point (Jan 2024)</b></p> <p>Faculty Review Week Nov 23 &amp; Jun 24 – evidence that 100% teachers support PP in lessons effectively through questioning, monitoring and feedback.</p>
<p>Raising of aspirations – through careers programme/STEM</p> <p><i>This is to increase advantage / opportunities in life</i></p>	<p>Parent Partnership Meetings for all PP students, delivered by Form Tutors</p> <p>100% complete personalised career route planner</p> <p>Careers Leader to carry out early intervention meetings on careers for Y9 PP</p> <p>100% involved in STEM events during 2023-24</p>
<p>Accelerating of progress in literacy / numeracy</p>	<p><u>READING (Accelerated Reader)</u></p> <p>Current Y7: Progress will be measured in Spring 24</p>

<p><i>Strong literacy/numeracy skills lead to improved curriculum access and better progress across all subjects</i></p>	<p>Current Y8: Maintain reversal of average reading age gap (currently 0.04)  Current Y9: Maintain reversal of average reading age gap (currently 0.94)  <u>NUMERACY (% meeting or exceeding targets in Maths)</u>  Current Y7: Progress will be measured in Spring 24  Current Y8: Reduce the progress gap (% students meeting or exceeding their targets) between PP and non-PP from 11% to 6%  Current Y9: Reduce the progress gap (% students meeting or exceeding their targets) between PP and non-PP from 13% to 8%</p>
<p>Personalisation of the curriculum to engage disengaged PP students  <i>To ensure PP access the curriculum and make good progress</i></p>	<p>Personalised curriculum (including Alternative Provision placements) in place 2023-24 for KS4 students who struggle with school engagement</p>
<p>Strengthening of Teaching and Learning strategies  <i>To better engage PP and improve progress</i></p>	<p>Progress and attainment gap closing across subjects (see above)</p>
<p>High quality support for 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></p>	<p>100% of high priority cases receive appropriate support – internal and external sources  New role of Engagement Officer established, supported by a school-wide strategy to support non-attenders and disengaged</p>
<p>Implementation of strategies to improve behaviour of a small number  <i>Good behaviour will help ensure better engagement and progress</i></p>	<p>Aim to reduce % of PP with recorded behaviour incidents to 50% (62% of students with recorded behaviour incidents in 2022-23)  Aim to reduce number of incidents attributed to PP to 17% (19% of recorded behaviour incidents in 2022-23)</p>
<p>Independent Learning Skills Support Programme for targeted PP students</p>	<p>Progress gap closing across all subjects (see above)</p>
<p>Increased engagement in extracurricular life</p>	<p>Improved engagement / progress  Parent Partnership Meetings for all PP students, delivered by Form Tutors</p>
<p>Improved 'Cultural Capital' to increase advantage for PP</p>	<p>Faculty Review Week June 2024 – evidence of high engagement observed in 100% of PP</p>

## 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: £8,552

Activity	Evidence that supports this approach	Challenge no.s addressed
CPD on Relational Practice (Attachment & Trauma Aware Schools: a whole-school approach) and emotion coaching	<b>EEF:</b> Teachers should be trained in specific strategies if supporting pupils with high behaviour needs	2,4
Shared CPD with partner primary school: cross-phase curriculum development	<b>Ofsted/EEF:</b> curriculum can powerfully address social disadvantage	2,3,6
CPD on curriculum review, to ensure curriculum meets the needs of all students and raises aspirations	<b>EEF, Hattie &amp; Evidence Based Teacher Network:</b> effective T&L	
Action and Impact process – agreed strategies at Faculty meetings to address PP underachievement	<b>EEF, Hattie &amp; Evidence Based Teacher Network:</b> effective T&L	2,3,5
Staff Development focused on sharing and embedding a range of T&L strategies through co-coaching	<b>Ofsted (2013):</b> importance of data analysis, strong feedback, teacher awareness	
TLRs in core subjects focused on developing strategies for raising PP achievement	<b>Ofsted (2013)</b> – high quality teaching, using data to check effectiveness of strategies <b>EEF</b> – T&L strategies	2,3,5
Regular training of TAs in most effective support strategies and deploy most effective with most in need		

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

Budgeted cost: £53,953

Activity	Evidence that supports this approach	Challenge no.s addressed
<b>IMPROVING PP PROGRESS</b>		
Use CAT tests to identify areas of strength/weakness to inform teaching/support	<b>Ofsted (2013)</b> – high quality teaching, using data to check effectiveness of strategies <b>EEF</b> – T&L strategies	2,3
Action & Impact programme – SLT with FLs plan strategies for each year group		
Coaching Programme focused on strategies to improve PP progress (focused on feedback, HW, mastery learning)		
Revision support classes, provision of guides and software to support literacy and numeracy interventions		
New Attendance & Welfare Manager role established, with a focus on improving PP attendance and engagement		
<b>ACCELERATE PROGRESS IN LITERACY / NUMERACY</b>		
Use Accelerated Reader programme to target PP students' reading engagement and progress	<b>Ofsted:</b> importance of thorough analysis of literacy / numeracy to lead to action / intervention  <b>EEF:</b> Reading strategies, parental engagement	3, 6
Librarian delivering support to engage PP – promoting reading habit, supporting within English classes and in the library		
Literacy Online to diagnose reading & spelling strengths / development areas – to inform cross-curricular literacy		
Tutor activities in Y7/8 to improve mental arithmetic		
Targeted Maths & English interventions for PP in Y7-8		
<b>BUILD INDEPENDENT LEARNING SKILLS</b>		
SLT meet with key students over fixed period to help develop better independence	<b>EEF:</b> Quality Homework	2, 5
Staff Development on helping PP learners become more independent		
Prince's Trust programme for students in KS4 who are SEND and PP		

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £106,735

Activity	Evidence that supports this approach	Challenge no.s addressed
<b>ATTENDANCE</b>		
Weekly Snapshot to monitor PP	<b>DfE (2016)</b> - link between absence and attainment <b>NFER (2014)</b> – robust data, responding quickly	1, 4
AHOY weekly meetings with EWO		
Work with target students / families to tackle low attendance		
<b>RAISE ASPIRATIONS</b>		
Careers information, advice, guidance – targeted at PP	<b>DfE (2014)</b> – importance of information / support for PP <b>EEF: Aspiration Interventions, Parental engagement</b> <b>Sutton Trust:</b> low uptake of STEM subjects	2, 6
Further / higher education and careers experiences to raise aspirations of PP		
New Attendance & Welfare Manager role established, with a focus on improving PP attendance and engagement		
STEM events in Y7-10 (PP targeted for involvement, support with finance where necessary)		
Curriculum review to ensure careers-related learning is well embedded in the Lakelands curriculum		
<b>SUPPORT MENTAL HEALTH/WELLBEING OF TARGETED PP STUDENTS</b>		
Targeted alternative provision for those students who struggle to engage and experience significant mental health issues	<b>NGA (2018)</b> – need for focus on pastoral barriers <b>EEF:</b> parental engagement, social & emotional learning, sports participation	4
PP students targeted for sports involvement to help maintain good physical / mental health		
Counselling service based in the Wellbeing Centre		
School Nurse based in the Wellbeing Centre		
Educational Psychologist		
Spectra Services Support		
Support from the Mental Health Lead Assistant Heads of Year – based in the Wellbeing Centre		
Art Therapy		
Breakfast Club		
<b>IMPLEMENT STRATEGIES TO IMPROVE BEHAVIOUR OF A SMALL NUMBER</b>		
Staff Development focused on effective behaviour management	<b>EEF:</b> Behaviour interventions	2, 4
Intensive Behaviour Modification (IBM) programme for students finding it difficult to manage their behaviour		

Analysis of Achievement & Behaviour Pts of PP: implement support/actions where there are concerns		
<b>INCREASE ENGAGEMENT IN EXTRACURRICULAR LIFE OF THE ACADEMY</b>		
PP students with talents but lacking motivation targeted for sports, STEM activities, outdoor adventure learning, school show involvement, representation at events and other activities	<b>EEF:</b> Arts / Sports participation, outdoor adventure learning	1, 2, 4
Parent Partnership Meetings (with tutors) identify interests of PP and recommend extracurricular opportunities		
Music tuition for Pupil Premium		
<b>IMPROVE CULTURAL CAPITAL TO INCREASE ADVANTAGE</b>		
Tutor Time and assemblies focused on expanding cultural knowledge	<b>Ofsted / National Curriculum:</b> essential knowledge to be 'educated citizens'	6
Debating Club to develop broad, multi-faceted knowledge and critical thinking skills		
Modern Foreign Languages trips to expand cultural awareness		

**Total budgeted cost:** £156,136

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year.

Due to our relentless focus on improving attendance, the attendance of disadvantaged students is above the national average (Autumn Term 2023 figures) and we are already meeting our target of 88% this term (3% above 2022-23). Attendance continues to be a priority due to the gap between PP and non-PP which we are endeavouring to close. The gap was -7% in the year 2022-23, although this has reduced to -6% during Autumn 2023.

Due to an intensive focus on progress and attainment of Pupil Premium in English and Maths, the gap has narrowed on last year at 4+ in both subjects – from 14% to 6% in English Language and from 16% to 10% in Maths; this is in spite of the PP cohort having a markedly lower ability baseline. However, the gap between PP and non-PP across the full suite of Progress 8 subjects has widened, so this is a key priority moving forward.

Our internal assessments during 2022/23 show that our PP cohort in Y7 (current Y8) are reversing the national trend of a progress gap between PP and non-PP. Furthermore, our current Y9 PP cohort are also performing well relative to their targets in comparison with non-PP. The progress gap is widest in current Year 11, and so a variety of interventions will be implemented to try to close this and maximise their achievement in the GCSE exams.

We implemented a strategic approach to addressing the mental health and wellbeing needs of a number of our disadvantaged students. This was achieved through the appointment of a Senior Leader as Mental Health Lead, targeted mentoring, strong parental links, and the refinement of our CPOMS system for a proactive, preventative and responsive approach to mental health. Enhancing parental links further is a key objective this academic year.

To tackle a lack of engagement of a small minority of learners, our Action and Impact process (where SLT and Faculty Leaders analyse live data and create an action plan for each year group) has been effective in identifying specific concerns and the implementation of teaching strategies that successfully engage disadvantaged students. This is a key objective in our current Academy Development Plan, to ensure that there are measurable gains for Pupil Premium.

Our investment in Accelerated Reader to tackle the literacy gap has had a very positive impact on our disadvantaged in current Y8 and Y9, who are now reading more regularly and progressing in their reading skills at a faster rate than non-pupil premium. In October 2023, Y8 PP average reading age was 0.04 higher than non-PP, despite the same average starting point in December 2022; Y9 PP average reading age was 0.94 higher than non-PP, despite an average starting point 0.03 lower than non-PP. This is an incredibly positive trend that should in turn impact on their academic progress over time.