

Lakelands Academy Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2025 to 2026 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	588
Proportion (%) of pupil premium eligible pupils	26% (151 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 – 2028
Date this statement was published	18 December 2025
Date on which it will be reviewed	10 June & 20 Nov 2026
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	£116,574.33
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,597.67
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£127,172.00

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.

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 subjects.
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 Pupil Premium attendance to be above or at the very least in line with national (currently 91.3% in Dec 2025; overall, 90.8% in 2024-25 – above national).</p> <p>Aim to close the attendance gap between PP and non-PP or at least reduce to below -3% (-3.7% autumn 2025).</p> <p>Aim to close the unauthorised absence gap or at least reduce to below -2% (2.5% gap autumn 2025).</p>
<p>Continue to close the gap in Expected Attainment Pathway difference (average difference between a student's expected grades – their EAPs – and their actual achieved sub-grades) between Pupil Premium and non-Pupil Premium.</p> <p><i>This is to improve progress, attainment and to increase future opportunities.</i></p>	<p>Current Y11 Aim to reduce the gap in average EAP (Expected Attainment Pathway) difference (autumn 2025 predictions -2.6 for PP and -2.2 for non-PP).</p> <p>Current Y10 Aim to remove the gap in average EAP (Expected Attainment Pathway) difference (summer 2025 predictions -1.5 for PP and -1.4 for non-PP).</p> <p>Current Y9 Aim to reduce the gap in average EAP (Expected Attainment Pathway) difference (summer 2025 predictions -2.9 for PP and -1.9 for non-PP).</p> <p>Current Y8: Aim to reduce the gap in average EAP (Expected Attainment Pathway) difference (summer 2025 predictions -2.6 for PP and -1.9 for non-PP).</p> <p>Current Y7: Aim for PP to continue to outperform non-PP in average EAP (Expected Attainment Pathway) difference (autumn 2025 predictions -1.0 for PP and -1.5 for non-PP).</p> <p>Faculty Reviews 2025-26 – evidence that 100% teachers actively engage and support Pupil Premium students in lessons effectively through questioning, adaptation, monitoring and feedback.</p>
<p>Raising of aspirations – through careers programme/STEM/other enrichment opportunities.</p> <p><i>This is to increase advantage / opportunities in life.</i></p>	<p>100% complete personalised career route planner.</p> <p>Careers Leader to carry out early intervention meetings on careers for Y9 Pupil Premium.</p> <p>100% involved in STEM and other enrichment events during 2025-26, encouraged through subsidisation.</p>
<p>Accelerating of progress in literacy / numeracy at Key Stage 3.</p> <p><i>Strong literacy/numeracy skills lead to improved curriculum access and better attainment/progress across all subjects.</i></p>	<p><u>READING (Accelerated Reader)</u></p> <p>Current Y7: Increase the rate of progress for PP – Spring and Summer tests to show an increase in average Standardised Score of at least 10; gap to close on Autumn progress.</p> <p>Current Y8: Accelerate progress as an absolute priority, to raise it to above 10 (average reading age was 9.07 towards the end of Y7)</p>

	<p>Current Y9: Further close the gap in average reading age (gap of 0.05 at the end of Y8)</p> <p><u>NUMERACY (% meeting or exceeding targets in Maths)</u></p> <p>Awaiting data point for Y7.</p> <p>Current Y8: Continue to reverse the gap (+6% in summer data).</p> <p>Current Y9: Close gap completely (-8% in summer data).</p>
<p>Personalisation of the curriculum to engage disengaged PP students.</p> <p><i>To ensure PP access the curriculum and make good progress.</i></p>	<p>Personalised curriculum (including Alternative Provision placements) in place 2025-26 for students who struggle with school engagement.</p>
<p>Strengthening of Teaching and Learning strategies.</p> <p><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.</p> <p><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.</p> <p>Targeted support from Attendance & Welfare Manager, supported by a school-wide strategy to support non-attenders and disengaged.</p>
<p>Implementation of strategies to improve behaviour of a small number.</p> <p><i>Good behaviour will help ensure better engagement and progress.</i></p>	<p>Aim to reduce the gap in average behaviour events per student between PP and non-PP to below 3 (-3.03 in autumn 2025).</p> <p>Aim to maintain the current reversal of the suspension rate gap (autumn term 2025 – PP suspension rate 1.92% compared with 3.59% for non-PP).</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.</p>
<p>Improved 'Cultural Capital' to increase advantage for PP.</p>	<p>Faculty Reviews 2025/26 – 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: £17,402

Activity	Evidence that supports this approach	Challenge no.s addressed
CPD on Relational Practice (Attachment & Trauma Aware Schools: a whole-school approach), emotion coaching and restorative conversations.	EEF: Teachers should be trained in specific strategies if supporting pupils with high behaviour needs	2,4
Shared CPD on Sisra for analysis of specific groups and use of AI to enhance personalised learning, with a focus on closer tracking, monitoring and ensuring engagement and progress of Pupil Premium.	Ofsted/EEF: curriculum can powerfully address social disadvantage EEF, Hattie & Evidence Based Teacher Network: effective T&L	2,3,6
Action and Impact process – every teacher implementing Raising Attainment Plans with every class; agreed strategies at Faculty meetings to address PP underachievement.	EEF, Hattie & Evidence Based Teacher Network: effective T&L Ofsted (2025): emphasis on professional learning and expertise; assessment as core element of high-quality teaching.	2,3,5
Investment in and continued training in Pupil Progress across all faculties to facilitate rigorous monitoring and analysis of KS3 and KS4 data, to highlight and act upon PP progress trends.		
Staff Development on effective formative assessment, retrieval practice, identification of common misconceptions, adaptation and strategies for checking understanding.		
Staff Development focused on sharing and embedding a range of T&L strategies through co-coaching.		
Outcomes & Standards Leader role to monitor the use of internal and exam data to lead to positive changes to teachers' practice that improve progress and attainment of Pupil Premium students.	Ofsted (2025) – use of assessment and data to inform planning, check understanding and adapt teaching	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: £47,314

Activity	Evidence that supports this approach	Challenge no.s addressed
IMPROVING PP PROGRESS		
Form time interventions for Year 10s and Year 11s in core, humanities and coursework-based subjects, with a particular focus on disadvantaged; interventions complement class teaching.	Ofsted (2025) – timely, well-chosen, targeted interventions; using data to adapt teaching; support for students facing barriers to learning. EEF – T&L strategies	2,3
Coaching Programme focused on strategies to improve PP progress (adaptation, retrieval practice, targeted support, metacognition).		
Revision support classes, provision of guides and software to support literacy and numeracy interventions.		
Attendance & Welfare Manager role focused on improving PP attendance and engagement.		
ACCELERATE PROGRESS IN LITERACY / NUMERACY		
Use Accelerated Reader programme to target PP students' reading engagement and progress.	Ofsted (2025): importance of reading as precondition to accessing full curriculum; effective reading provision essential for equity EEF: 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.		
Targeted Maths & English interventions for PP.		
BUILD INDEPENDENT LEARNING SKILLS		
Staff Development on strategies to help PP learners become more independent.	EEF: independent learning – pupils managing and organising their learning, while deploying metacognitive strategies – needs explicitly teaching	2, 5
King's Trust programme for students in KS4 who are SEND and PP.		

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

Budgeted cost: £76,446

Activity	Evidence that supports this approach	Challenge no.s addressed
ATTENDANCE		
Close monitoring of attendance – in-school patterns/trends for Pupil Premium; assessing need; planning for interventions; implementing appropriate support.	Ofsted (2025) – importance of securing good attendance, managing absence, supporting pupils' attendance DfE (2025) – link between attendance and attainment	1, 4
Attendance & Welfare Manager weekly meetings with EWO.		
Attendance & Welfare Manager working with target students / families to tackle the barriers to good attendance.		
RAISE ASPIRATIONS		
Careers information, advice, guidance – targeted at PP.	DfE (2014) – importance of information / support for PP EEF: Aspiration Interventions, Parental engagement Sutton Trust: low uptake of STEM subjects	2, 6
Further / higher education and careers experiences to raise aspirations of PP.		
Attendance & Welfare Manager role focused on improving PP attendance and engagement, including liaison with alternative provision where appropriate.		
STEM and other curriculum enrichment events (PP targeted for involvement, support with finance where necessary).		
Curriculum review to ensure careers-related learning is well embedded in the Lakelands curriculum.		
SUPPORT MENTAL HEALTH/WELLBEING OF TARGETED PP STUDENTS		
Regular Belonging Meetings to ensure appropriate, targeted support.	NGA (2018) – need for focus on pastoral barriers EEF: parental engagement, social & emotional learning, sports participation	1, 2, 4
Termly stakeholder surveys to inform changes to practice that will better support students who are complex, vulnerable, disengaged.		
Targeted alternative provision for those students who struggle to engage and experience significant mental health issues.		
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.		

Support from the Mental Health Lead and Pastoral Support – based in the Wellbeing Centre.		
Art Therapy.		
Breakfast Club.		
IMPLEMENT STRATEGIES TO IMPROVE BEHAVIOUR OF A SMALL NUMBER		
Staff Development focused on effective implementation of the new Behaviour & Relationships Policy as well as trauma-informed practice/emotion coaching.	EEF: Behaviour interventions	2, 4
Staff Development in ensuring consistency of application the new Lakelands Inclusion Framework in order that students are appropriately supported.		
Analysis of Reward & Behaviour Pts of PP: implement support/actions where there are concerns.		
INCREASE ENGAGEMENT IN EXTRACURRICULAR LIFE OF THE ACADEMY		
PP students with talents but lacking motivation targeted for sports, STEM activities, outdoor adventure learning, school show involvement, representation at events and other activities.	EEF: Arts / Sports participation, outdoor adventure learning	1, 2, 4
Music tuition for Pupil Premium.		
IMPROVE CULTURAL CAPITAL TO INCREASE ADVANTAGE		
Lead Practitioner role for Personal Development to enhance our Personal Development offer so students become truly active citizens.	Ofsted / National Curriculum: essential knowledge to be 'educated citizens'	6
Tutor Time (Personal Development/RE Programme) and assemblies focused on expanding cultural knowledge and ethical awareness.		
Range of clubs to develop cultural capital (music, chess, art).		
Modern Foreign Languages, Creative Arts and English trips to expand cultural awareness.		

Total budgeted cost: £141,162

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 2024-25 academic year.

Due to our relentless focus on improving attendance, the attendance of Pupil Premium students is above the national average. For the year 2024-25, FSM6 attendance was 91.1% (5% higher than the national average – FFT data). Furthermore, the gap between FSM6 and non-FSM 6 at Lakelands (-2.9%) was considerably narrower than the national gap (-7.1%). In the autumn of 2025, FSM6 attendance was 91.8% (3.5% above national FSM6) and the gap (-3.3%) continues to be narrower than the national gap (-6.2%). Attendance continues to be a priority due to the gap between PP and non-PP which we are endeavouring to close, particularly in Year 10 (although Year 10 FSM6 attendance is still 3.5% above national and the gap is narrower than the national gap in Year 10). Our Attendance & Welfare Manager plays a key role in ensuring that disadvantaged children's attendance is a top priority.

Due to an intensive focus on academic progress and attainment of Pupil Premium, disadvantaged students have made better progress on 2024's outcomes, in comparison with non-disadvantaged, rising from an average Attainment 8 score of 3.1 in 2024 to 3.8 in 2025. Current internal data shows a Year 11 Attainment 8 gap of -0.24; to narrow the gap, an intensive programme of academic interventions has been implemented in Year 11 form time, coordinated by our Outcomes & Standards Leader – a new role introduced this year to ensure that assessment data leads directly to action and impact, through a more accurate and informed analysis of assessment and predictions.

Our internal assessments during 2024/25 show the narrowest Attainment 8 gap in last year's Year 9 (current Y10), which was -4. The priority for closing the academic gap is in current Year 8 and Year 9, which both had an Attainment 8 gap of -8 in 2024/25. There are 34 Pupil Premium students in current Year 9, 15 of whom have SEN; in current Year 8, there are 31 Pupil Premium, 13 of whom have SEN. To address the high level of needs in both cohorts, we have implemented weekly 'Belonging Meetings' attended by Senior Leaders with responsibility for Safeguarding, Belonging and Personal Development; Behaviour and Attitudes; Relationships and Engagement; Outcomes and Standards. Our 'Belonging Framework' ensures there is a holistic and strategic approach to raising the engagement and achievement of disadvantaged children. 'Double disadvantaged' students (those with SEN who are also Pupil Premium), for instance, are a key focus. There has also been a drive during the first term of 2025/26 to better identify and support young carers, addressing potential barriers to wellbeing, engagement and achievement.

Our decision to join the 3-18 Trust (currently in progress) is informed by our drive to further raise the achievement of all students, particularly the disadvantaged. To this end, we are com-

mitted to the RADY (Raising Attainment of Disadvantaged Youngsters) project the trust is undertaking, where raising the aspirations, engagement, progress and attainment of disadvantaged is an absolute priority. Our new Outcomes & Standards Leader is the RADY Champion.

Raising reading ages is a priority for 2026 (the National Year of Reading) as we strive to ensure that our students on Pupil Premium have the necessary skills to thrive academically, succeed in exams and acquire the necessary cultural capital to thrive in the future.