

Lakelands Academy Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2024 to 2025 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	581
Proportion (%) of pupil premium eligible pupils	23% (134 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2027
Date this statement was published	20 December 2024
Date on which it will be reviewed	11 June & 19 Nov 2025
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	£115,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11593
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	£127,093

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 Progress 8 gap narrowed to -0.02, a significant improvement on the previous two years, with particularly improved progress in English and Maths. The Progress 8 figure for Pupil Premium was a dramatic improvement on the previous two years. Narrowing the gap in the EBacc is a priority area of focus for this year. The in-school attendance gap has narrowed and Pupil Premium attendance is above national – we will endeavour to close this gap further.

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 90.6% in Dec 2024; overall, 87.8% in 2023-24)</p> <p>Aim to close the attendance gap between PP and non-PP or at least reduce to below -4 (-4.8 in 2023-24)</p> <p>Aim to close the unauthorised absence gap or at least reduce to below -2 (currently 2.1% gap; -3.6 in 2023-24)</p>
<p>Continue to close the progress gap between Pupil Premium and non-Pupil Premium (in particular, Maths and English).</p> <p><i>This is to improve attainment and increase future opportunities</i></p>	<p>Current Y11 (did not sit SATs – no Progress 8) Aim to reduce the % meeting/exceeding gap between PP and non-PP to below -10% (current Nov 2024 predictions: -14% in English, -22% in Maths).</p> <p>Current Y10 (did not sit SATs – no Progress 8) Aim to maintain the reversal of the % meeting/exceeding gap between PP and non-PP (current Nov 2024 predictions: +5% in English, +7% in Maths)</p> <p>Current Y9 Aim to maintain the reversal of the Progress 8 gap (+0.07 difference in Progress 8 in Summer 2024 – last dataset).</p> <p>Current Y8: Close the gap completely (-0.02 difference in Progress 8 in Summer 2024 – last dataset)</p> <p>Current Y7: awaiting data point</p> <p>Faculty Reviews 2024-25 – evidence that 100% teachers actively engage and support PP 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 PP</p> <p>100% involved in STEM and other enrichment events during 2024-25, 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: Maintain the current trend of higher PP progress in Standardised Scores compared with non-PP (in Spring and Summer tests)</p>

	<p>Current Y9: Maintain the higher average reading age of PP, but aim for complete closing of the gap on progress in Standardised Scores between Spring and Summer.</p> <p><u>NUMERACY (% meeting or exceeding targets in Maths)</u></p> <p>Awaiting data point for Y7.</p> <p>Current Y8: Close gap completely (-5% in summer data)</p> <p>Current Y9: Close gap completely (-1% 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 2024-25 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 points per student between PP and non-PP to below 5 (currently -6.26 in December 2024).</p> <p>Aim to reduce the suspension rate gap between PP and non-PP to below 4 (currently -5.09 in December 2024)</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 2024-25 – 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: £12,571

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 effective implementation of new, updated Curriculum Overviews, with a focus on increasing 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 (2013): importance of data analysis, strong feedback, teacher awareness	2,3,5
Investment in and training in Pupil Progress across all faculties to facilitate a more consistent approach to monitoring and analysis of KS3 and KS4 data, to highlight and act upon Pupil Premium progress trends		
Staff Development on effective formative assessment		
Staff Development focused on sharing and embedding a range of T&L strategies through co-coaching		
Assessment for Impact TLR role to monitor the use of internal and exam data to lead to positive changes to teachers' practice that improve progress of Pupil Premium	Ofsted (2013) – high quality teaching, using data to check effectiveness of strategies EEF – 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: £40,575

Activity	Evidence that supports this approach	Challenge no.s addressed
IMPROVING PP PROGRESS		
Action & Impact programme – SLT with FLs plan strategies for each year group	Ofsted (2013) – high quality teaching, using data to check effectiveness of strategies EEF – T&L strategies	2,3
Coaching Programme focused on strategies to improve PP progress (focused on feedback, HW, metacognition)		
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		
ACCELERATE PROGRESS IN LITERACY / NUMERACY		
Use Accelerated Reader programme to target PP students' reading engagement and progress	Ofsted: importance of thorough analysis of literacy / numeracy to lead to action / intervention 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		
Tutor activities in Y7/8 to improve mental arithmetic		
Targeted Maths & English interventions for PP		
BUILD INDEPENDENT LEARNING SKILLS		
Staff Development on effective homework and how this can support PP to make good progress	EEF: 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: £73,946

Activity	Evidence that supports this approach	Challenge no.s addressed
ATTENDANCE		
Weekly Snapshot to monitor PP	DfE (2016) - link between absence and attainment NFER (2014) – robust data, responding quickly	1, 4
Attendance & Welfare Manager (AWM) weekly meetings with EWO		
AWM 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 Inclusion Panel 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		
Spectra Services Support		
Support from the Mental Health Lead and Pastoral Support Officers – 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		
New TLR 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: £127093

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 2023-24 academic year.

Due to our relentless focus on improving attendance, the attendance of Pupil Premium students is above the national average (87.7% in 2023/24 and 90.6% in Autumn Term 2024). In 2023-24, we narrowed the in-school attendance gap between PP and non-PP from -6.9 in 2022/23 to -4.8 in 23/24 and the unauthorised absence gap narrowed slightly by -0.04 %. Attendance continues to be a priority due to the gap between PP and non-PP which we are endeavouring to close, particularly in Year 11.

Due to an intensive focus on progress and attainment of Pupil Premium, the GCSE 2024 Progress 8 gap narrowed to -0.02, a significant improvement on the previous two years, with particularly improved progress in English and Maths. The Progress 8 figure for Pupil Premium was a dramatic improvement on the previous two years. Narrowing the gap in the EBacc is a priority area of focus for this year.

Our internal assessments during 2023/24 show that our PP cohort who were in Y7 (current Y8) made excellent progress against non-PP with a Progress 8 gap of -0.02. Our PP cohort who were in Y8 (current Y9) reversed the progress gap, exceeding non-PP by +0.07. Progress 8 data is unavailable for current Y10 and Y11, but the % of PP on/above target for English in Year 10 is 5% higher than non-PP and for Maths, 7% higher. The gap in English and Maths 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 have implemented a new Behaviour for Learning & Relationships Policy to maximise engagement of all students, particularly the disadvantaged. This has been reinforced by regular staff training in Trauma-Informed Practice and Emotion Coaching. The new Inclusion Framework has been established to provide the best possible support for Pupil Premium students, depending on need. We have also created a new Attendance & Welfare Manager role to improve Pupil Premium attendance and engage with harder-to-reach parents/carers. To improve communication with parents, we have introduced a new MIS system so they have live access to important data about their child's attendance, engagement, behaviour and progress in school.

To ensure teachers are making the best possible use of progress and attainment data to engage and accelerate the progress of Pupil Premium, we have refined our 'Action and Impact' process, through the implementation of 'Raising Attainment Plans'; Teachers plan specific classroom actions with specific individuals and groups in order to rapidly improve attainment. Pupil Premium are a key target group for planned actions to raise achievement.

Our investment in Accelerated Reader to tackle the literacy gap has had a very positive impact on Pupil Premium in Y9 whose average reading age is higher than non-PP, and they made pro-

gress across the year at a very similar rate. Year 8 PP average Standardised Score has increased at a faster rate than non-PP, despite a lower average starting point. Year 7 progress is a key priority moving forward, to ensure PP students are making sufficiently rapid progress to catch up with their non-PP peers.