

Pupil Premium Strategy Statement 2023-2024



This statement details our school's use of Pupil Premium 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 & the effect that last year's spending of Pupil Premium had within school.

School overview

Detail	Data
School name	North Lakes School
Number of pupils in school	199 in May 2023
Proportion (%) of pupil premium eligible pupils	25% or 50/199
Academic year/years that our current pupil premium strategy plan covers	2023-24 in detail, below 2024-26 funding planned in the budget
Date this statement was published	15 June 2023
Date on which it will be reviewed	May 2024
Statement authorised by	Mike Pincombe, Headteacher
Pupil premium lead	Mike Pincombe, Headteacher
Governor / Trustee lead	Dr Martin Duke, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,370
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-£10,016
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	£62,354

Part A: Pupil premium strategy plan 2023-24

Statement of intent

It is our intention that all pupils, irrespective of their background or the challenges they face, make very good progress from their starting points and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including maximising the progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and who are young carers. The activities outlined in this statement are also intended to support their wider needs, so that they can better access their learning in school. regardless of whether they are disadvantaged or not.

High-quality teaching, as supported by research, is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will also benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the final stages of the National Tutoring Programme, in 2023, for pupils whose education has been worst affected by the pandemic, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in current assessment of these needs, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve their best. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set with stretching but realistic targets
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Prior to the pandemic, results for pupils at North Lakes School in receipt of PP showed that the school was successful in diminishing the gap through a combination of targeted activities which also benefited all non-disadvantaged pupils.

The three key elements of the tiered strategy will be:

1. Development of highly effective teaching
2. Focus on individual interventions for academic achievement
3. Target wider non-academic factors (eg well-being) and whole school approaches

The ideal allocation of spend on these three areas will be 50%, 25%, and 25% respectively. Over time, we are working more and more closely to these allocations, but we are also seeking to meet immediate needs at the current time, which have been affected, for example, by the pandemic.

- Where appropriate, activities will be based upon EEF research that identifies the largest impact (months gained) per spend

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped literary skills and low literacy attainment. This includes weaker oral language skills, vocabulary gaps and writing skills among many of the disadvantaged pupils. These needs are evident from joining the school in Year 3, often persisting in KS2, and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. On entry to Y3 in 2022 57% of our disadvantaged pupils arrived below age-related expectations in Reading compared to 49% of other pupils.
3	Internal and external assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Y3 in 2022, 71% of our disadvantaged pupils arrived below age-related expectations in Maths compared to 57% of other pupils.

4	Our assessments and observations indicate that the education and progress of many of our disadvantaged pupils were impacted by the school closures during the pandemic to a greater extent than for other pupils. These findings are supported by national studies. Limited access to reading materials and opportunities for literacy development, for example, has contributed to significant knowledge gaps leading to disadvantaged pupils falling further behind age-related expectations, especially in literacy skills.
5	Our assessments, observations and discussions with pupils and families have identified significant social and emotional issues for many pupils, notably a general lack of enrichment opportunities (especially during school closure). These challenges particularly affect disadvantaged pupils and is a contributing factor in their levels of attainment. Teacher identified needs for individual support have increased during the pandemic, and more recently during the financial crisis, especially amongst the disadvantaged pupils. 20 pupils (10 of whom are disadvantaged) have been identified as requiring additional support with social and emotional needs, and are receiving individual support via the Thrive programme. The Thrive programme includes support for parents. 36 pupils (13 of whom are disadvantaged) have also been identified as needing counselling support through our Wellbeing Adviser on a one-to-one basis.
6	Our attendance data over the last 5 years and more indicates that attendance among disadvantaged pupils is typically lower than for non-disadvantaged pupils. At the time of writing, attendance of disadvantaged pupils was 2% lower than the whole school figure, at 93.4%. 16% of disadvantaged pupils have been 'persistently absent' in 2022-23 compared to 7% of their peers during the same period. In 2021-22, 31% of the pupils who were persistently absent were entitled to Pupil Premium. However, pupils entitled to PP made up 23% of the school. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Raise standards and improve pupil progress in Reading by extending whole class reading, targeting phonics teaching, enhancing reading resources, promoting reading for pleasure	Pupils entitled to Pupil Premium exceed national average progress scores in KS2 Reading in 2023-24 KS2 data

Raise standards and improve pupil progress in Writing through teacher modelling, scaffolding to independence and reduced class sizes	Pupils entitled to Pupil Premium exceed national average progress scores in KS2 Writing in 2023-24 KS2 data
Raise standards and improve pupil progress in Mathematics by embedding Maths Mastery approach, staff training, and reduced class sizes	Pupils entitled to Pupil Premium exceed national average progress scores in KS2 Maths in 2023-24 KS2 data
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improved attendance from 2023/24 to 2025/26 demonstrated by: the overall absence rate for all pupils being no more than 4%, and the attendance of disadvantaged pupils matching their non-disadvantaged peers the percentage of all pupils who are persistently absent being below 5%, and the figure among disadvantaged pupils matching their non-disadvantaged peers
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Activity in 2023-24

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

*Items marked with an asterisk below are taken from the Education Endowment Foundation Pupil Premium Menu Evidence Brief, 2022.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £33,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduce class sizes in 2023-24, subsidising the cost of a seventh mainstream class, cutting overall teacher: pupil ratio from 1:33 to 1:28	Schools motivate teachers by ensuring that careers in teaching are attractive, sustainable and rewarding. Managing workload is key to retaining great teachers, and high quality teaching is the most important lever schools have to improve pupil attainment.*	1,2,3,4,5
Provide an additional Maths teacher in Year 3/4 until July 2023 to enable single year group Mastery teaching in Maths	The DfE non-statutory guidance produced in conjunction with the NCETM in the Teaching of Mathematics, drawing on evidence-based approaches, is best supported through single age classes: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	3
Fund staff training in Mastery approaches using the Great Teaching Toolkit and Teacher Walkthrus to raise standards in teaching	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. EEF advise schools to focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. Resources include Evidence Based Education's Great Teaching Toolkit*	1,3,4,5
Fund Subject Leaders in curriculum development, subject audits and coaching colleagues to embed a planned, cohesive curriculum	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1,4,5

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

*Items marked with an asterisk below are taken from the Education Endowment Foundation Pupil Premium Menu Evidence Brief, 2022.

Budgeted cost: £22,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Wellbeing support with a trained counsellor for vulnerable pupils, 1 day per week	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions*	5
Provide Attendance support for target pupils, half a day per week, using DfE guidance Improving School Attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Provide 1:1, 1:2 or 1:3 intervention for targeted disadvantaged pupils in areas of need	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups*: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4

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

*Items marked with an asterisk below are taken from the Education Endowment Foundation Pupil Premium Menu Evidence Brief, 2022.

Budgeted cost: £11,388

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain a whole school Thrive Approach to support	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). In-school experience	5

children's emotional development	over recent years has seen the Thrive Approach have a very successful impact on individuals https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Support access for disadvantaged pupils to extra-curricular activities	Where pupils are disadvantaged their families/carers often do not have the funds to access extra-curricular activities which support learning, build confidence and develop social skills. Experience in school in recent years shows the value of enabling access to extra-curricular activities for disadvantaged pupils	1,5
Subsidise cost of out of school care and out of school clubs for post looked after pupils	Looked After and Post Looked After pupils benefit from opportunities to socialise, build relationships and develop attachments with staff and peers in after school and wrap around care. Experience in school has shown the value of this to children and carers.	5,6

Total budgeted cost: £66,803

Part B: Review of outcomes in 2022-23

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

2022-23 was a year of recovery, and the first full year of normal schooling after the pandemic. Key areas for development included Reading and Maths attainment, and rebuilding children's stamina in their learning.

Teaching Priorities 2022-23 - Expenditure: £34,957

Aim	Outcome
Reduce class sizes in 2023-24, subsidising the cost of a seventh mainstream class, cutting overall teacher: pupil ratio from 1:33 to 1:28	The provision of a seventh class was invaluable in 202-23, especially as pupil numbers continued to grow over the school year. The eventual T:P ratio of 1:28, while still relatively high, was significantly better than it would have been. It enabled more support for all pupils and assisted in managing teacher workload. During the year, as a result, internal data shows that good in-year progress in core subjects in most year groups.
Provide an additional Maths teacher in Year 3/4 until July 2023 to enable single year group Mastery teaching in Maths	The fourth Maths class in Year 3/4 enables the delivery of the Maths No Problem scheme in the most efficient way, while again reducing class sizes. Strong in-year progress was seen in Year 4 against the challenging expectations of the Mastery curriculum.
Fund staff training in Mastery approaches using the Great Teaching Toolkit and Teacher Walkthrus to raise standards in teaching	With recent changes in staffing, a shared focus on quality teaching, dialogue, questioning and checking for understanding was valuable. Learning walks evidence that key teaching strategies are in place, and this is beginning to improve dialogue in the classroom: more work is needed.
Fund Subject Leaders in curriculum development, subject audits and coaching colleagues to embed a planned, cohesive curriculum	The new NLS curriculum is complete and in place, and this year Subject Leaders have begun a new process of regular monitoring and evaluation. This has enabled Subject Leaders to develop a better understanding of progress and areas for development in their subject areas, through learning walks, book scrutiny and discussions with pupils.

Targeted Academic support 2022-23 - Expenditure: £32,697

Aim	Outcome
Provide targeted group support in English	The provision of small groups of target pupils in Y3&4/Y5&6 to receive high quality intervention teaching ran until April 2023 (the end of the financial year). This targeted support for individuals reduced mainstream class sizes, and aided their progress. Due to reduced funding this cannot be continued in 2023-24, but additional TA support is in place to support pupils and to help them to access adapted teaching in mainstream classes.
Provide Wellbeing support for vulnerable pupils	Our Psychotherapeutic counsellor worked one day per week to support children with mental health needs that impact on their learning and wellbeing. This remains crucial at a time of high needs and stress in the community, and provided much needed support to help children to regulate. Recover and access their learning.
Provide Attendance support for target pupils	Our Parent Support Adviser worked successfully half a day per week to work help families and children to break down barriers and improve the children's access to school. By the end of the autumn term, NLS was in the top 25% of similar schools for attendance. The number of vulnerable families with attendance below 90% is reducing over time, with more work needed.
Provide 1:1 intervention for disadvantaged pupils	A successful system of 1:3 intervention was implemented in 2022-23. Replacing last year's online tuition, know and experienced tutors were employed to provide face to face support for target pupils in Year 6 and 5, funded jointly by the National Tuition Programme, and Pupil Premium. This saw 22 programmes of 1:3 tuition in Spring and Summer 2023. Feedback from pupils, staff and parents has been overwhelmingly positive and children's attitudes and outcomes have improved as a result of this face to face tuition.

Wider Strategies 2022-23 - Expenditure: £11,878

Aim	Outcome
Invest in a whole school Thrive Approach to support children's emotional development	The staff training on the Thrive Approach, and the extra focus on pupils' emotional development has continued to reap benefits. It has supported a reflective behaviour policy which the children have responded well to. It has helped many children to receive support and has informed practice for staff in dealing with children in crisis.
Purchase additional reading resources to enhance provision of books in school	Reading for pleasure has been a focus in school in 2022-23 and the provision of £525 towards this was a small part of significant spending. The library has been refurbished and hundreds of new books are in place in classrooms, while daily whole class reading has helped attainment to improve in all year groups over the course of the year.

Support access for disadvantaged pupils to extra-curricular activities	Extra-curricular activities have resumed fully this year. 50% discounts have been provided for all children entitled to Pupil Premium, enabling them to access a wide range of activities including Dodgeball, Razzammataz, Cricket, Dance and Cheerleading. These opportunities are valued by families and help to develop the children's confidence and social skills.
Subsidise cost of out of school care and out of school clubs for post looked after pupils	The offer of subsidised wrap around care for LAC and post LAC has been valued and has provided opportunities through the year for greater social mixing, supporting families and carers.

Total Final Pupil Premium Expenditure : £79,532