

**Lakeside Primary Academy**  
**The Harmony Trust**  
**Pupil Premium Strategy Statement 2022-25**

**Review of Year 1 of the 3-year Pupil Premium Strategy**

The Pupil Premium Strategy Statement for the Harmony Trust and that of Lakeside Academy outlines the intended use of the Pupil Premium Funding to improve the attainment of our disadvantaged pupils.

It is aligned *with The Harmony Trust 'Excellence for All' Framework*; an evidence based framework that builds upon the successful practice in our academies and uses evidence to inform pedagogy, the targeting of resources and the additional intervention needed to ensure every child succeeds.

The decision was made that the funding would be split and spent in the following ways:

1. Some of our Pupil Premium funding would contribute to trust-wide strategic actions which are focused on the implementation of this framework and in turn raising the attainment of all children through the delivery of a high-quality education and effective support and intervention, which is delivered by highly skilled teachers who are supported by strong evidence based professional development programmes.
2. The remainder of the funding would be retained and used to focus on individual academy priorities – taking into account the specific contexts and challenges.

**A summary of the actions taken and impact from Year 1 of the Strategy**

<b>1. Trust wide strategic actions</b>		<b>Engagement with and initial impact of Trust wide strategic actions on Lakeside Primary Academy</b>
Development Team Priorities	Develop clear guidance, expectation and exemplification of what makes an excellent education through the Excellence for All Framework	<p>Leaders have started to use the 'Excellence for All' self-assessment audit. Information from this audit tool and the Trust commissioned 'Improving Outcomes for disadvantaged learners in opportunity areas' (April 2019) has enabled leaders to plan effective next steps.</p> <p>Expectations are threaded through the Academy Improvement Plan and associated CPD.</p>
	Provide a high quality CPD offer to all staff designed led by experienced practitioners	<p>Leaders at Lakeside Primary Academy were fully engaged with the CPD offer from the Trust Development Team and external partners. Staff from Lakeside Primary Academy accessed training linked to academy priorities and aligned to the GP2L strategy including but not limited to:</p> <ul style="list-style-type: none"> <li>• Curriculum and Subject Leader development,</li> <li>• Early Years,</li> <li>• Phonics</li> <li>• Unlocking Potential in UKS2</li> <li>• Talk,</li> <li>• Reading,</li> <li>• Writing</li> <li>• HTML Strategy</li> </ul>
	Increase workforce capacity to support improvement	<p><i>A Trust Senior Leader has been deployed into the academy to drive forward improvements in teaching and learning in Key Stage 2. Additional capacity has been sourced from the Trust through the deployment of a Lead Practitioner (working in UKS2) from June 2022.</i></p> <p><i>In particular this has strengthened teaching in reading and the wider curriculum.</i></p>

		<p><i>From May 2022 Specialist SEND Support has been directed to the academy to support the academy to meet contextual needs around SEMH and behaviour. Two SEND Specialist Support staff and one SEND Lead Practitioner have worked with staff and pupils in order to build sustainable improvements for the academy.</i></p> <p><i>They have also had a key role in setting up and developing our Inclusion hub provision.</i></p>
	<p>Provide intervention at its earliest point through high quality Early Years Education</p>	<p>All EYFS practitioners at Lakeside Primary Academy engaged with the REDI programme. This was designed to support consistency of high-quality teaching and learning by:</p> <ul style="list-style-type: none"> <li>• Reviewing practice and provision</li> <li>• Explore areas of EYFS Curriculum</li> <li>• Develop action plans for improvement</li> <li>• Measure the Impact of actions taken</li> </ul> <p>The ECERs audit was used to build understanding and skill across the team.</p> <p>Specialist trainers also worked with the EYFS leader to coach on implementing positive change.</p>
	<p>Provide a strong framework for Character Education through 'The Harmony Pledge'</p>	<p>Running parallel to the new <i>Harmony</i> Curriculum, Lakeside Primary Academy delivers the Harmony Pledge to raise aspirations. The 10 pledge points are imbedded within the full curriculum and the character competencies are starting to be developed alongside the PSHE curriculum and integrated into other aspects of school including the behaviour curriculum. This will continue to be a focus for 2023.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Read, Achieve, Succeed</p>	<p>Improve literacy and oracy levels through the implementation of the trust wide Read, Achieve, Succeed Framework</p>	<p>A key action taken during the academic year 21/21 was the development and launch of the Harmony Trust Phonics Framework.</p> <p>This framework was implemented at Lakeside Primary Academy from January 2022. <i>The number of pupils meeting the expected standard for the PSC was up 8 percentage points to 83% from pre-Covid levels (2019) and up 23% from 2018. There was also a 15% increase, from 59% to 74%, for pupil premium children over this time.</i></p> <p>Through the HTML Strategy, pupils can log on to MYon and Accelerated Reader, increasing their access to quality texts.</p> <p>Reading at Lakeside Primary Academy is given high priority across the curriculum and is reflected in the Learning Environment of the academy.</p> <p><i>Outcomes at KS2 are the highest they have been at 67%.</i></p>

Multi Disciplinary Teams	Improve attendance through rapid and effective support and intervention	<p>Leaders have access to Multi-Disciplinary Teams who operate cross-trust.</p> <p>Teams work together effectively to target the most vulnerable families and those at risk of missing significant proportions of their education. Lakeside Primary Academy's designated Attendance Lead rigorously monitors attendance of all pupils, analysing PA pupils daily. Pupils who are persistently absent attend meetings with the attendance lead or the Head of Academy and are referred to the EWO. She is supported by the Head of Academy and the Trust Attendance Lead.</p> <p>The Trust Family Support Worker supports pupils one day a week. This includes liaison and support for families, when deemed impactful.</p>
HTML Strategy	Increase the technology available to pupils to support their learning and accelerate progress.	<p>All Key Stage 2 pupils now have an iPad which they use to support their class work and extend their learning beyond the school day.</p> <p>Access to devices has also increased across KS1 and EYFS.</p> <p>Teachers have a state of the art iPad air to support their teaching with technology. Teachers are innovating their approach, enabling learning within and beyond the classroom.</p> <p>In a recent trust wide staff survey, staff were very positive in their responses to questions relating to using technology to maximise teaching and learning opportunities</p>
Enrichment and Opportunity	Ensure that the Great Place 2 Learn Statement principles of first hand practical enrichments, experiences and wider opportunities are available to all children	The Curriculum provides a wealth of opportunity for all children to engage in a range of experiences. Pupil Premium funding has been used to ensure that no child misses out on the range of experiences available to them.

2. Academy Specific Priorities		1 year review
Teaching (for example, CPD, recruitment and retention)	<b>Coaching and development through the deployment of a Trust Senior Leader as well as peer lessons visits drives improvements in teaching and learning.</b>	<p>Teachers who are developing their teaching because they are new to the profession or need additional coaching support have been provided with a high quality coach.</p> <p>Teaching has improved throughout 2021-22 as seen in monitoring through book looks and pupil voice.</p> <p>Teachers new to the profession have been supported to develop their skills through modelling and coaching. This includes 2 teachers who were previously TAs and have been supported in their route to teaching and an additional ECT.</p> <p>This year (2021-22) Lakeside has 3 Teach First participants.</p>
	<b>TA deployment and TA CPD</b>	TAs have accessed Trust and academy CPD in order to develop their skills, in particular with supporting children with SEND. This include MPTA training for all TAs through a Trust-wide INSET.CDP has

		<p>included: Emotion coaching, colourful semantics, phonics, precision teaching.</p> <p>Monitoring has shown that TAs have become more skilled at supporting pupils with multiple barriers to learning.</p>
	<p><b>Assessment is accurate and data is acted upon by teachers and leaders, through effective moderation and use of Target Tracker</b></p>	<p>Training on assessment means that moderation has shown assessment judgements are more accurate. Teachers now assess pupils accurately without support from more experienced staff. Those new to teaching access support with assessment throughout the ECT years.</p> <p>Information is increasingly used, as seen in pupil progress meetings, to respond to pupil need and move learning on.</p>
	<p><b>CPD focused on talk/oracy, assessment and scaffolding</b></p>	<p>All pupils benefit from the use of appropriate scaffolding and structures whilst developing their vocabulary and language development.</p> <p>Word banks are used to support all pupils, especially those with SEND or EAL.</p> <p>Language structures have been built into teaching across the curriculum and talk partners and trios support quality talk as well as assessment. In UKS2 discussion guidelines have been introduced to develop high level oracy skills.</p> <p>Our academy focus on talk links to our HTML strategy which includes the use of iPads eg by using the Green screens to help pupils use appropriate language and assess their own spoken English.</p>
	<p><b>EYFS CPD and environment development</b></p>	<p>A language rich environment is in place across the Early Years with high quality provision. Additional CPD was commissioned to top up the Trust REDI programme. Practitioners model good language and have improved the quality of positive interactions in order to move learning forward.</p> <p>The indoor environment is well resourced and adults ensure pupils access the environment well in order to develop key skills, especially around language and literacy.</p>
<p>Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)</p>	<p><b>Tutoring- online for LKS2 focused on reading/ phonics</b></p>	<p>Remote 1 to 1 teaching was provided for 18 pupils in Year 4 who were at risk (post-covid) and needed to make accelerated progress in reading. The intervention included phonics, one to one reading and feedback to the class teacher.</p> <p>Phonics tracker showed 95% of these pupils made accelerated progress over the academic year.</p>
	<p><b>Pupils with high levels of SEMH needs are supported through Thrive targeted supported</b></p>	<p>Targeted support was accessed by 30 pupils across the academy throughout the 2021-22 academic year. This was essential support post-covid and enabled many children to access learning and break down SEMH barriers.</p>

		<p>2 x additional Thrive practitioners were training as Lead practitioners building capacity with the academy. The Lead practitioners went onto support other TAs with their roles support children with SEMH. 2 x TAs who worked closely with the Thrive Lead Practitioners are now successfully appointed as Trust SEN TAs working with children with additional needs.</p>
	<p><b>Co-ordination and delivery of interventions (especially SLC in KS1)</b></p>	<p>A HLTA leads on speech, language and communication alongside the SENCO. She liaises with professionals in school and the local authority speech and language service to ensure the 37 children across the academy access high quality SLC support.</p>
	<p><b>Year 6 booster interventions</b></p>	<p>Pupil premium pupils were targeted for Year 6 interventions.</p> <p>22% increase in pupil premium pupils working at the expected standard in reading, writing and maths.</p>
<p>Wider strategies (for example, related to attendance, behaviour, well being)</p>	<p><b>Attendance</b></p>	<p>Attendance has been a key priority at Lakeside and has become a greater challenge during and since covid. Recent data shows some significant improvements with attendance currently at 94% (compared to 91.5% in 2021-22).</p> <p>Disadvantage pupil absence has also improved from 90% in 2021-22 to 92.8% in November 2022.</p> <p>Disadvantaged PA remains at challenge at 27% and although improved remains a key priority in 2022-23.</p> <p>From September 2022 the Attendance Office is working full time to address attendance concerns, especially for disadvantaged pupils.</p>

	<p><b>Pastoral support positively impacts on the most vulnerable families is co-ordinated and lead effectively by a senior leader.</b></p>	<p>The Deputy Principal leads the Pastoral Team to support pupils and families with significant barriers to learning.</p> <p>Parents are supported through the Enhancing Parent Success programme. 9 families and 14 pupils accessed this programme in 2021-22.</p> <p>Links are also in place with a number of external services including Bridge the Gap (counselling), Changing Lives, The local Children’s Centre and SCARs.</p> <p>Co-ordination of pastoral support is effective (including key professionals in and outside the academy eg. SENCO, Child and Family Support Worker, The Trust Family Support Team, Social Care)</p> <p>The Child and Family Support worker supports the families most in needs through.</p> <ul style="list-style-type: none"> <li>-family liaison</li> <li>-safeguarding support, including attending safeguarding meetings</li> <li>-liaising with the pastoral team lead, attendance officer and other key professionals</li> <li>-providing one to one pupil support (including Thrive)</li> </ul>
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