

Pupil premium strategy statement

School overview

| Metric | Data |
|---|------------------|
| School name | Lakeside |
| Pupils in school | 71 |
| Proportion of disadvantaged pupils | 21% |
| Pupil premium allocation this academic year | £17,875 |
| Academic year or years covered by statement | 2018-2019 |
| Publish date | September 2019 |
| Review date | September 2020 |
| Statement authorised by | Lynnette Johnson |
| Pupil premium lead | Lynne Frewin |
| Governor lead | Patrick Taylor |

Disadvantaged pupil barriers to success

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| Chaotic home life due to family breakdown interacting with disability |
| Competing needs of other disabled siblings |
| Poor housing |

Strategy aims for disadvantaged pupils - academic achievement

| Aim | Evidence of impact | Target date |
|---|---------------------------------------|-------------|
| Pupils make at least good progress in reading | No gap between PP and non PP students | July 2019 |
| Pupils make at least good progress in problem solving | No gap between PP and non PP students | July 2019 |
| Pupils make at least good progress in PSHE | No gap between PP and non PP students | July 2019 |

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

| Measure | Activity |
|---|---|
| To improve access to ICT equipment which will support generalised reading tasks | Provision of eye gaze technology for PMLD pupils with PP for use at home and in school. |

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| Increase access to problem solving activities with skilled staff | Bamboozle theatre company to be bought in to run sessions where pupils are supported in a specialist way to think for themselves and thus solve real life problems. |
| Barriers to learning these priorities address | Lack of access to specialist ICT in homes through poverty or needing to share with siblings Lack of time in chaotic homes to give space and support for independent living skills. |
| Projected spending | £14,000 |

Teaching priorities for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | Reading support from specialist staff for all identified pupils in individual or group sessions. |
| Priority 2 | Bamboozle theatre company and Lakeside staff work in partnerships to support groups of pupils to think for themselves, make their own decisions and increase agency. |
| Barriers to learning these priorities address | Chaotic home life and competing needs of siblings prevents parents from being able to offer the skilled support required. Home life in small, inadequate houses does not support independent learning or space to make their own decisions about even simple things like what to wear in the morning. |
| Projected spending | Included above. |

Wider strategies for current academic year

| Measure | Activity |
|---------|----------|
|---------|----------|

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|---|---|
| Priority 1 | Use of forest school to improve access to open space and countryside |
| Priority 2 | Parents support programme to help parents of most vulnerable pupils accessing PP |
| Barriers to learning these priorities address | <p>Many pupils live in flats or small houses with limited access to the outside.</p> <p>Our parents need a friend to listen and support with benefits, direct payments etc., if they cannot access these, pupils will suffer further.</p> |
| Projected spending | £4,000 |

Monitoring and implementation

| Area | Challenge | Mitigating action |
|------------------|--|--|
| Teaching | Time and implementation gap | Time written into SDP use of inset and money spent on cover |
| Targeted support | <p>Ensuring time for bamboozle company to run after session training</p> <p>Setting up timetable of reading and ICT specialist</p> | <p>Pay staff for after school time</p> <p>Ring fence the time of these two members of staff and monitor that it is happening</p> |
| Wider strategies | Not enough time to reach all parents | <p>Support for parent support worker in form of supervision</p> <p>Informal parent evenings with child care</p> |

Review: last year's aims and outcomes

| Aim | Outcome |
|----------------------------------|---|
| Pupils make good progress in ICT | 81% of pupils made good or outstanding progress in ICT. |

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| <p>Pupils will demonstrate sustained engagement and reduced need to use challenging behaviour as communication.</p> | <p>Reduction in behaviour incidents from previous year by 17%, as evidenced by Solar assessment system.</p> <p>NAS Advanced Accreditation successfully achieved.</p> |
| <p>Pupils will demonstrate independent choice making and increased ability to direct their own learning.</p> | <p>Lessons observations show that all pupils including PP pupils involved in the Bamboozle project increased their independent choice making and directed their own learning in the child initiated lessons.</p> |