

# Pupil premium strategy statement (secondary)

1. Summary information					
School	Lakeside School				
Academic Year	2018/19	Total PP budget	£51,950	Date of most recent PP Review	September 2018
Total number of pupils	85	Number of pupils eligible for PP	54	Date for next internal review of this strategy	March 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2016-17 only)	0%	
% achieving 5A* - G incl. (2016-17 only)	89%	
Progress 8 score average		
Attainment 8 score average		

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	All students have Education and Health Care Plans and have individualised SEN targets.
B.	64% of students are eligible for Pupil Premium, all of which have Social, Emotional and Mental Health difficulties.
C.	The majority of pupil have extended gaps in their previous education and are below their expected age related targets. Literacy is a key issue.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

D.	<p>Many families have difficulties within the home that impact on students' ability to learn that require support from outside agencies.  Some students have medical conditions that can impact on their learning and require support from outside agencies.  Poor attendance can be a major barrier to learning and progress.  A number of pupils are involved in anti-social and criminal behaviour outside of school.  An increasing number of students require ASD provision.</p>	
4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
A.	To promote and support learning and support for those in need of emotional and social support.	The continued usage of 3 HTLAs (with ELSA specialism) and the employment of an additional LSA with the required literacy skillset to impact progress for most below national average SEN pupils.
B.	To access learning opportunities and develop improved confidence and self- esteem, greater independence, better behaviour and collaboration.	Improved achievement and behaviour scores in class. More students to have experience of enrichment learning opportunities .E.g. soft/hard landscaping and plant care.
C.	GCSE preparation, Further development of literacy and numeracy skills. Social skills development, team building and PLTS.	A higher number of pupils achieving 5x 1-9 grades at GCSE and an improvement in literacy and numeracy skills. Development will be recorded on individualised pupil profiles and will include an evaluation of pupil progress regarding social skills.
D.	To access learning and examination support. Structured programme of intervention/ booster sessions in English and Maths.	A higher number of pupils achieving 5x 1-9 grades at GCSE and an improvement in reading/spelling ages and numeracy skills. A positive movement in the schools Progress 8 differential 2018/19.
E.	To improve attendance and learning support.	Greater whole school attendance and a reduced need for live learning and twilight sessions.
F.	Improve wellbeing, pupil's health and behaviour.	Improvement in attendance, a reduction in the number of exclusions and an improvement in weekly scores, leading to more rewards for targeted pupils.
G.	Improve motivation and behaviour. Incentives and rewards for engagement and positive progress.	The number of rewards and incentives achieved by pupils through the daily points scoring system.
H.	To provide additional emotional and social support.	The number of pupils using the school social worker and the impact on well-being, attendance and overall progress.

## 5. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>C. GCSE preparation, Further development of literacy and numeracy skills. Social skills development, team building and PLTS.</p>		<p>Proven to be effective over previous years.</p> <p>Enrichment activities enhance the learning experience of pupils and lead to greater engagement in the curriculum and therefore more academic progress.</p>	<p>Literacy Co-ordinator LA and Head of Care DH to help with the selection process for pupils that would most benefit from enrichment activities. LH to allocate for the boarding house.</p>	<p>Literacy Co-ordinator LA</p>	<p>March 2019</p>
<p>D. To access learning and examination support. Structured programme of intervention/ booster sessions in English and Maths.</p>	<p>Specialist teacher contributions for additional teaching, testing and exam support. GG now working 1 day a week, LA now fulfilling this role. In addition to those students qualifying for PP, 70% of all students require wave 1 and 2 literacy intervention.</p>	<p>Pupils with lower literacy and numeracy skills perform poorly in their GCSE exams and fail to achieve their targets.</p> <p>Students with a reading age below 5 require intensive intervention to support their learning and boost progress in reading and spelling.</p>	<p>Literacy and numeracy co-ordinators to devise a timetable with key staff to ensure the booster opportunities are provided throughout the week and are targeted at those pupils needing most intervention. GCSE mocks to take place in the second half of the Autumn term.</p>	<p>Exams Officer – RH</p> <p>Head of English – AR</p> <p>Head of Maths - AP</p> <p>Literacy Co-ordinator - LA</p>	<p>March 2019</p>

<b>Total budgeted cost</b>					<b>C(£2500) D(£1680)</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A. To promote and support learning and support for those in need of emotional and social support.</b>	<b>ELSA and additional education support Early identification of needs will result in remedial action being put in place rapidly so that pupils are more equipped to catch up.</b>	<b>Proven to be effective over previous years.  The 3 ELSA trained HTLAs will provide specialist support for those pupils who are the most emotionally vulnerable. (focus on year 7 intake)</b>	<b>HTLAs to provide feedback to teacher meetings and produce a termly report on the impact of ELSA sessions on improved pupil engagement and progress.</b>	<b>DHT - GT</b>	<b>March 2019</b>
<b>E. To improve attendance and learning support.</b>	<b>Live learning and home learning support packs. Children more able to access home learning due to having appropriate materials at home.</b>	<b>Proven to be effective over previous years.  Not all pupils have the resources to continue with the learning experience when not in school.</b>	<b>Monitoring of attendance percentage data and its impact on pupil progress.  Pupil and parent questionnaires.  Dashboard.</b>	<b>Inclusion Co-ordinator – KM  School Social Worker – ST/JS</b>	<b>March 2019</b>

<p>H. To provide additional emotional and social support.</p>	<p>Counselling services through the use of the schools Social Worker</p>	<p>The school social worker is able to intervene sooner than CAMHS and on a more regular basis, if a pupil needs counselling or advice.</p> <p>Facilitating whole school approach to improving attendance including embedding an effective attendance reward system.</p> <p>Use Boxall Profile software to assess the social and emotional development of pupils to enable individualised targets to be set with special support strategies in place. (as recommended by the EPS)</p> <p>Embedding the My Concern system across the school.</p> <p>Develop and enhance mental health awareness and support across the school.</p> <p>Develop packages of education for pupils not accessing the school curriculum; coordinating with multi agencies for support where appropriate.(i.e. virtual learning, college military academy)</p>	<p>Regular updates regarding progress of individuals without breaching confidentiality.</p> <p>Monitoring of weekly points and academic progress.</p>	<p>School Social Worker – ST/JS</p>	<p>March 2019</p>
<p style="text-align: right;"><b>Total budgeted cost</b></p>					<p>A(£1456) E(£11860) H(£230111)</p>

### iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>B. To access learning opportunities and develop improved confidence and self-esteem, greater independence, better behaviour and collaboration. Team building, outdoor/cultural/historical and geographical experience + GCSE field trips.</p>	<p>School trips including residential (2 trips to Wales and 2 to Brean Sands already booked). For a greater number of pupils and using specialist instructors.</p> <p>The resurrection of the LS garden as a learning tool, including planting and maintenance. With accreditation in estate management and horticulture.</p> <p>Construction and woodlands course.</p> <p>Riverside Pilot Project.</p>	<p>Pupils that have attended school residential trips have returned to school with a more positive attitude and have been keener to engage in lessons and are more aspirational in their outlook.</p> <p>The team building and social skills have translated into improved attendance and greater academic progress.</p>	<p>Most able staff from the school and boarding house to run and report back on the 4 residential trips taking place.</p> <p>Impact and progress to be monitored through Lakeside tracking system and updating of pupil profiles. Key focus on pupil engagement.</p>	<p>GS and DH</p> <p>GT to oversee the garden.</p>	<p>March 2019</p>
<p>F. Improve wellbeing, pupil's health and behaviour.</p>	<p>Breakfast club</p>	<p>Proven to be effective over previous years.</p> <p>If pupils are hungry and have not been given breakfast at home then their learning can be minimalised.</p>	<p>Quality control of the canteen through line manager and pupil questionnaire feedback. School Council evaluation.</p>	<p>Head of Care - BR</p>	<p>March 2019</p>
<p>G. Improve motivation and behaviour. Incentives and rewards for engagement and positive progress.</p>	<p>Rewards and incentives.</p>	<p>Proven to be effective over previous years.</p> <p>As part of a rewards and sanctions point scoring system, the need for quality incentives for pupils to achieve greater progress is of paramount importance. The raffle</p>	<p>Evaluation of weekly behaviour points and Lakeside tracking system.</p> <p>Learning walks by DHT.</p> <p>Reward assemblies.</p>	<p>DHT - GT</p>	<p>March 2019</p>

		ticket reward system introduced in 2017 has been very successful in improving pupil engagement, particularly in the lower school.	GCSE incentive rewards.  'Battlefields' end of year school trip.		
<b>Total budgeted cost</b>					B(£12343) F(£800) G(£2000)

6. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
C. GCSE preparation, Further development of literacy and numeracy skills. Social skills development, team building and PLTS.	After school clubs, activities and visits from outside groups and agencies e.g. Living science, Christmas pantomime, Horizon 20:20 Art project and rock climbing.	<p>When evaluating the whole school progress made in core subjects the students who were evaluated as on target in their lessons was 62% in September 2016 and 84% in September 2017.</p> <p>The number of Year 11 pupils being accepted for a college placement was 100% in 2017/18.</p> <p>Progress 8 data not yet available.</p> <p>5 or above 1-9 grades at GCSE was 79% in 2016/2017 and has risen to 89% in 2017/2018</p>	This approach will be continued but with a much closer link to the progress pupils make in their classroom lessons, key focus on PSHE.	£2500

<p>D. To access learning and examination support. Structured programme of intervention/ booster sessions in English and Maths.</p>	<p>Specialist teacher contributions for additional teaching, testing and exam support, LA now fulfilling this role. In addition to those students qualifying for PP, 70% of all students require wave 1 and 2 literacy intervention.</p>	<p>When evaluating the whole school progress made in core subjects the students who were evaluated as on target in their lessons was 62% in September 2016 and 84% in September 2017.</p> <p>Progress 8 data not yet available.</p> <p>5 or above 1-9 grades at GCSE was 79% in 2016/2017 and has risen to 89% in 2017/2018</p>	<p>This approach will be expanded with a focus on English in particular based on the last year eleven GCSE grades and the Progress 8 differential between Maths (-0.64) and English (-1.59)</p>	<p>£1480</p>
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**ii. Targeted support**

<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p>A. To promote and support learning and support for those in need of emotional and social support.</p>	<p>ELSA and additional education support Early identification of needs will result in remedial action being put in place rapidly so that pupils are more equipped to catch up.</p>	<p>The training of two highly skilled ELSAs to enhance the social and emotional aspects of learning and improve engagement therefore reduce disruption in lessons is appearing at an early stage to be aiding whole school behaviour.</p>	<p>The training of two highly skilled ELSAs has been very successful and they have used their skillset to reduce disruption and act as a calming influence around the school. This approach will be continued.</p> <p>The School Social Worker-ST will also have an increased 'hands on' role around the school providing additional support through a rewards based initiative to encourage greater use of the emotional and social support available in the school. ST will continue to work closely with students.</p>	<p>£1456</p>



E. To improve attendance and learning support.	Live learning and home learning support packs. Children more able to access home learning due to having appropriate materials at home.	In the academic year 2016/2017 the number of holds for safety required was 31 whereas this had fallen to 26 in 2017/2018. The number of fixed term exclusions stayed approximately the same from 48 to 51 in the same time period.  Whole school attendance was 87% in 2016/2017 and has risen to 89.3% in 2017/2018	A more considered approach to GCSE entries for long term Live Learning pupils will take place. This is largely due to the pressure being applied to schools under the Attainment 8 evaluation system, where disapplication for long term absence, involvement of the CJS, mental health issues etc., are allowed to give a truer reflection of a schools teaching and learning standards.	£11860
H. To provide additional emotional and social support.	Counselling services through the use of the schools Social Worker	<p>The school social worker has been able to intervene sooner than CAMHS and on a more regular basis, if a pupil needs counselling or advice.</p> <p>A whole school approach to improving attendance including embedding an effective attendance reward system has been introduced.</p> <p>Embedding the My Concern system across the school.</p> <p>A number of sessions have taken place throughout the school year to develop and enhance mental health awareness and support across the school.</p> <p>A number of packages of education for pupils not accessing the school curriculum; coordinating with multi agencies for support where appropriate.(i.e. virtual learning, college military academy) have successfully been developed this year.</p>	Continuation and expansion of literacy and numeracy intervention through targeted support, this approach to continue, but with a more rapid response to year 7 pupils who join the school with poor literacy and numeracy skills.	£31181
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p><b>B. To access learning opportunities and develop improved confidence and self-esteem, greater independence, better behaviour and collaboration. Team building, outdoor/cultural/historical and geographical experience + GCSE field trips (Geography river studies)</b></p>	<p><b>School trips including residential (2 trips to Wales and 2 to Brean Sands already booked). For a greater number of pupils and using specialist instructors.</b></p>	<p><b>When evaluating the whole school progress made in core subjects the students who were evaluated as on target in their lessons was 62% in September 2017 and 70% in September 2018.</b></p> <p><b>5 or above 1-9 grades at GCSE was 79% in 2016/2017 and has risen to 89% in 2017/2018.</b></p> <p><b>In total 11 grades were achieved at a 4 or above by students taking their GCSEs in the Summer of 2017.</b></p>	<p><b>Four more residential trips to be run again this year with appropriately skilled staff to plan and run them. A greater emphasis will be placed on fieldwork to aid GCSE controlled assessment tasks this year, e.g. History Harlech Castle visit.</b></p>	<p><b>£12343</b></p>
<p><b>F. Improve wellbeing, pupil's health and behaviour.</b></p>	<p><b>Breakfast club</b></p>	<p><b>Attendance has risen to 89.3% at the end of the 2017/2018 academic year as compared to 87% in 2016/2017.</b></p>	<p><b>Attendance to remain a high priority for the school, so therefore the continuation of this approach.</b></p>	<p><b>£800</b></p>
<p><b>G. Improve motivation and behaviour. Incentives and rewards for engagement and positive progress.</b></p>	<p><b>Rewards and incentives.</b></p>	<p><b>The number of pupils attending breakfast club has been sustained due to better pupil awareness through the school council and a poster campaign.</b></p>	<p><b>Continuation and expansion of menu in the morning. School council will discuss and vote on additional breakfast provision later in the morning to address the issue of pupil lateness due to traffic problems.</b></p>	<p><b>£2000</b></p>

## 7. Additional detail

- In this section you can annex or refer to additional information which you have used to inform the statement above.

Our key aims this year are to:

- Increase attainment so that 85% of pupils are at or above age-related expectations by July 2018, i.e. on target or above target on the whole school tracking system.(last year 84%)
- Accelerated progress of the most disadvantaged pupils so that the gap between pupils eligible for Pupil Premium and their peers is reduced in all areas compared to summer 2018.
- Use achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly, rather than just using the data retrospectively to see if something has worked.

In order to close the gaps, we look at best practice and research. This leads us to conclude that the most effective ways to raise attainment for all and close the gaps for the most disadvantaged are through:

- Improving the quality of provision across the board, in particular the quality of teaching in classrooms – we do this by (a) ensuring our staff are well-trained and have adequate time to carry out their roles and (b) ensuring good support in each class to rapidly address any underachievement.
- Carefully considered interventions and activities to target specific needs – we do this by having additional teaching and support staff who can put on specific interventions for particular groups.
- Increasing enjoyment of and participation in all aspects of school life – we do this by subsidising a range of activities and clubs.
- Collaborative work with other schools to find the best ways to evaluate the impact of pupil premium on teaching and learning.
- Making all staff aware that due to the nature of Lakeside School part of the funding for their wages and salaries is drawn from the pupil premium budget so therefore this needs to be referenced in performance management targets and evaluation.

