Pupil premium strategy statement – Lake View Primary School

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 and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	27.8%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024-2027
Date this statement was published	September 2024 (Last Reviewed September 2026)
Date on which it will be reviewed	September 2027
Statement authorised by	Shaun Walker, Executive Head Teacher
Pupil premium lead	Emma Watson, Head of School
Governor / Trustee lead	Robert Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,150
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
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*	£82,150

Part A: Pupil premium strategy plan

Statement of intent

The aim of this school is that all pupils, irrespective of their background, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support our high numbers of disadvantaged pupils to achieve that aim.

With our newly established leadership team, this school has undertaken a full review of our Pupil Premium Strategy in Summer 2023 and we have now developed a robust understanding of the challenges faced by our disadvantaged pupils generally. In addition to this, our close working partnership with two local schools means we have deep knowledge and understanding of the challenges that disadvantaged pupils face in this local area as well as in our school specifically.

Many activities in our Pupil Premium Strategy, although they will be reviewed annually, are considered 'continuous' because we know these activities meet the needs and challenges that the disadvantaged pupils of our community generally enter our school with. Over a possible 9 years of schooling, this leads to good outcomes for our disadvantaged pupils at KS2. However, we know that some pupils and groups of pupils may have more individual and specific challenges and our Pupil Premium Strategy is regularly reviewed to ensure we meet these needs as well.

Ensuring access to high quality teaching is central to our Pupil Premium Strategy. We wholeheartedly believe and know that high quality, consistent teaching and learning based in the classroom and delivered by a skilled practitioner makes the biggest difference to the achievement of our disadvantaged pupils. This is confirmed by educational research. However, as well as a focus on high quality teaching, our **whole school** approach can also be defined as:

- Acting Early – Getting pupils into education, engaging with families and identifying pupil needs
- Providing early speech and language support; developing early reading and phonics skills.
- High Expectations – Challenge in learning; high expectations of behaviour and conduct.
- Keeping Up – Tracking pupils; diagnostic assessment to identify needs quickly; intervening quickly where needed.
- Providing pastoral support for children and families around MHWB and attendance.

Challenges

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

Challenge number	Detail of challenge
1	**Communication and Language Needs** – Our assessments and observations show that our disadvantaged pupils often start school with communication and language development - including vocabulary development - that is significantly lower than the national average. This in turn hinders their literacy development and can ultimately lead to poor behaviour further on in their educational journey.
2	**Developing Early Reading Skills** – Our assessments and observations show that reading development of disadvantaged pupils is often behind that of their peers. The gap starts with early reading in the Foundation Stage and the development of phonic knowledge. The gap then widens as our children grow older because they have not developed fluent reading techniques and/or efficient comprehension skills.
3	**Low Levels of Self-Esteem and Resilience** – Our previous work with pupils in our school showed us that many disadvantaged children develop low levels of self-esteem and low-levels of resilience to set backs. This can result in poor behaviour in school and low aspirations for themselves. Often, this is linked to slow development of literacy skills early on.
4	**Lack of Family Engagement with Schooling** – We often find that families of pupils in the disadvantaged subgroup can be difficult to engage with around education and school in general. This is particularly evident as children grow older. They often have low aspirations for their children too.
5	**Disruptive Home Lives** – A significantly higher proportion of our safeguarding and child protection concerns derive from the disadvantaged subgroup as opposed to the non-disadvantaged. We know that these home issues can have a significant impact on education without support.
6	**Overlap of SEN Needs** – Often the needs (behavioural, emotional and social needs or academic needs) of a child from the disadvantaged subgroup can be confused with Special Educational Needs. This often requires careful support and close work with parents and agencies in order to ensure a child's needs are identified and met correctly.
7	**Disruptive Behaviour** – Due to many of the above factors, rates of general disruptive behaviour in school are higher amongst the disadvantaged subgroup. This impacts on the quality of their own learning and the learning of others.
9	**High Rates of Absence and Persistent Absence** - Regular attendance is a challenge amongst our Disadvantaged Pupils, which often comes from a lack of engagement with and lack of belief in the importance of educational generally amongst disadvantaged Pupil families.
10	**Quality of Teaching –** We know that high quality teaching is the biggest influence on the achievement of disadvantaged Pupils. Teaching in the school has been inconsistent over several years and this is even more pronounced in KS2.

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 outcomes in 'orange' were added based on 2025-2026 outcomes.

Intended outcome	Success criteria
To ensure ongoing, consistently high quality teaching and learning as the most effective method for supporting disadvantaged pupils.	Quality Assurance activities indicate sustained high quality teaching across the school. Outcomes for disadvantaged pupils are good across the school.
To ensure early identification and support for speech and language.	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.
To ensure the effective development of early reading skills for disadvantaged pupils.	Proportions of disadvantaged pupils passing the phonics check in Y1 (and recheck in Year 2) and the proportions achieving ARE or above at KS1 in Reading are broadly in line with and/or above disadvantaged pupils (non) nationally.
To provide effective social, emotional and behavioural support to disadvantaged pupils and families	Sustained high levels of wellbeing amongst disadvantaged students demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • analysis of behaviour incidents a participation
To increase disadvantaged pupils' attendance	The gap between disadvantaged and non-disadvantaged pupil absence and persistent absence has reduced, whilst maintaining rates of absence in line with and/or above national standards across 2024-2027.
To increase attainment of Disadvantaged Pupils in KS2	To increase the overall attainment in Reading, Writing and Maths of Disadvantaged Pupils at the end of KS2 in line with or above Disadvantaged Pupils nationally.
To increase numbers of Disadvantaged Pupils leaving Foundation Stage with GLD	Numbers of pupil leaving Foundation with GLD has increased from 1/3 to 2/3.
To support low literacy levels of Disadvantaged Pupils in Years 4 and 5 (26-27 academic year)	Disadvantaged Pupils in Years 5 and 6 are making accelerated progress with Reading and Writing.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Standardised Cognitive Testing in KS2.	Cognitive Ability Testing will be introduced into KS2 to better personalise and adapt learning for Disadvantaged Pupils. Information on CAT4 Tests Standardised Tests	1,2,10
Participation in NCETM Teaching for Mastery Mathematics Programmes.	In the development phase of the Teaching for Mastery Maths programme, the school will receive specialist support and CPD to develop the principles of mastery teaching in Maths ensuring Disadvantaged Pupils attain a deep, long term and secure understanding of Mathematics. https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/ EEF Mastery Learning	10
Establishing 'Oracy Framework' and development time for oracy champions	The school will develop the oracy teaching expertise of all teaching staff in order to ensure a high quality oracy education for our Disadvantaged Pupils on entering the school and throughout school. Voice 21 Impact Report Voice 21 – EEF Research Evaluation EEF – High Impact of Oral Language Interventions	1, 2, 10
Ensuring Quality Early Years Foundations	Pupil premium is being used to support the development of our Early Years provision, targeting disadvantaged pupils with quality communication and language support on entering our Foundation stage, including access for FS2 teacher to 'Excellence in Reception Teaching Programme'. https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2,3
Professional development to support the implementation of the Writing Framework	DfE Writing Framework published in June 2025 https://www.gov.uk/government/publications/the-writing-framework	9

Professional development time and coaching, focused on developing teaching to support Disadvantaged Pupils	All teachers to access regular CPD session and receive coaching on developing quality of their teaching to support disadvantaged pupils. EEF Research on impact of effective professional development - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 3, 10

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions.	Additional targeted Phonics support for Disadvantaged Pupils in Year 2 who did not pass the Y1 Phonics Check. Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1, 2
Literacy Support for Years 4 and 5	Additional focused in class support for literacy in Years 4 and 5. Academic Mentor / One to One Tuition / Small Group Tuition	2, 10
Speech and Language Therapy Provision	Good speech and language assessment and intervention enables pupils to go on to develop good literacy skills. Early Language Development Evidence Review EEF – Communication and Language Approaches in Early Years	1, 10
Introduction of 'Wellcomm' intervention.	WellComm helps us to identify early years Disadvantaged children who are experiencing barriers to speech and language development as soon as they enter school so that you can target and support them early in their education journey EEF – High Impact of Oral Language Interventions	1

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Pastoral Support for Specific Year Group	A specific year group is given targeted pastoral support for emotional regulation and wellbeing needs, in order to ensure effective environment for learning. EEF – Behaviour Interventions EEF – Support for Social and Emotional learning	3, 5, 6, 7
Targeted social and emotional interventions: 'ELSA'. 'Take 5' initiative.	Staff in school are trained to deliver social and emotional interventions targeted at Disadvantaged Pupils to enable effective learning to take place in school for themselves and others. EEF – Support for Social and Emotional learning	3, 5, 6, 7

Lego Therapy Play Therapy		
Attendance Support for Persistent Absence	Having a person dedicated to following up and support families on a daily and weekly basis with persistent non-attendance. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	4, 5, 8
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £85,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Achievement Data – July 2026

EYFS

- 1 of 3 disadvantaged pupils achieved a Good Level of Development at the end of the Foundation Stage.

Phonics

- 1 of 4 disadvantaged pupils passed the Year 1 Phonics Check.
- All disadvantaged pupils passed the phonics check by the end of Year 2

KS2

- At 42%, the proportion of disadvantaged pupils achieving the national average in Reading, Writing and Maths combined was below the national average for disadvantaged pupils in 2026.
- In 2026, the attainment of disadvantaged pupils in Reading (50%) was below disadvantaged pupils nationally.
- In 2026, the attainment of disadvantaged pupils in Writing (67%) was above disadvantaged pupils nationally.
- In 2026, the attainment of disadvantaged pupils in Maths (58%) was broadly in line with disadvantaged pupils nationally.

Other Year Groups

- At the end of KS1, 3/4 disadvantaged pupils are achieving age related expectations in Reading, Writing and Maths
- Y3 disadvantaged pupil attainment is well below the national average of disadvantaged pupils in Reading and Writing, but in line with national averages in Maths.
- Y4 disadvantaged pupil attainment is below the national average of disadvantaged pupils in Reading and Writing, but above the national averages in Maths.
- In Y5 the disadvantaged pupil attainment is broadly in line with the KS2 national average in Reading, Writing and Maths.

Attendance Data

- Attendance for disadvantaged pupils has improved over the last three years and has risen above national averages for disadvantaged pupils.

- In 2024-2025 attendance for disadvantaged pupils was 93.2%, above the national average for disadvantaged pupils. Persistent absence was below the national average.

Behaviour

- There has been no change in the number of recorded behaviour incidents perpetrated by disadvantaged pupils. This remains low.
- There were no suspensions of disadvantaged pupils during the 2025-2026 year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
None	