

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding and recovery premium funding for the 2021 to 2022 academic year, 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Lake Farm Park Academy
Number of pupils in school	602 (November 2021)
Proportion (%) of pupil premium eligible pupils	25.42%(November 2021)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	01/12/21
Date on which it will be reviewed	01/12/24
Statement authorised by	Harshindar Buttar Principal
Pupil premium lead	Nalini Subramaniam
Governor / Trustee lead	Sue Wilson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,680
Recovery premium funding allocation this academic year	£21,223
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£223,903



## Part A: Pupil premium strategy plan

### Statement of intent

#### **Rationale**

At Lake Farm Park Academy, we are committed to equity in education, ensuring that every pupil is able to achieve their best, regardless of their background.

Our Pupil Premium strategy is designed to enable pupils to narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

Pupils will develop confidence and communication skills and understand the purpose for using their literacy, oracy, and digital communication skills to purposefully share and articulate their learning. Our Pupil Premium strategy should lead to our disadvantaged pupils realising their potential.

#### **School context**

Lake Farm Park Academy is a three-form entry primary academy with a nursery provision and is part of Park Federation Academy Trust. The school is in Hayes, London. The vast majority of children enter nursery or Reception with little or no spoken English and low independence.

During COVID the gap between the attainment of PP and non-PP children increased despite the support that was offered. Minimising the gap between two remains our Pupil Premium strategy focus. This will be achieved through targeted use of School-Led Tutoring and booster sessions ,especially for those whose education has been worst affected.

#### **Our priorities**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.
- To raise the expectations and aspirations of our disadvantaged pupils and their families.

## **Key Principles**

These principles are at the centre of everything we do to aid us to maximise our impact of the spending of our pupil premium expenditure.

### **Have high expectations:**

All stakeholders including staff, pupils and parents ensure that we raise the ceilings to make sure pupils at Lake Farm Park Academy achieve their best, intellectually as well as in other aspects of school life; expecting pupils to do the same. There is a culture of collective responsibility for improving outcomes for our disadvantaged pupils.

### **Provide cultural capital**

To provide a curriculum that is challenging, aspirational, inclusive and diverse. Various opportunities to be provided so that our disadvantaged pupils have the essential knowledge from their daily experience of life that provides them with equity in achieving academic excellence. To have a multidimensional approach with parents so that they are equally valued as a direct influence in their pupil's learning.

### **Emphasise oracy and literacy skills**

To build the climate of oracy in everyday life of pupils at school. To reinforce habits that support students' ability to develop and refine ideas as a group and active listening skills to be explicitly taught. Differing viewpoints should be linked to improvements in reading and writing and overall attainment. We showcase students who project confidence in using the language of academic learning.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<b>Poor oral language and reading skills</b> Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	<b>Poor aural/expressive or receptive English language skills due to having EAL and /or poor English</b> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with poor

	expressive or receptive language skills than their peers. This negatively impacts their development as readers
3	<p><b>Poor attendance and readiness to learn</b></p> <p>Our attendance data over the last three years for the period 2018-2021 has been around 91% for our disadvantaged pupils, about 5% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p><b>Lack of self-regulation and negative effect on pupils' mental health and well being</b></p> <p>Our assessments (including RISE assessment), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
5	<p><b>Low parental engagement with many parents with no English or little English and cultural expectations or limitations.</b></p> <p>Our observations and discussions with families have identified lack of literacy or IT skills; and in some cases lack of parental skills. These challenges result in lack of parental support to their children in reading or homework.</p>
6	<p><b>The progress of the pupil premium students as a group is lower than that of the on-pupil premium cohort.</b></p> <p>Internal and external assessments indicate that reading, writing and Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in KS2.</p> <p>On entry to the Reception class, between 4-5% of our disadvantaged pupils arrive below age-related expectations. This gap remains steady to the end of KS2.</p>

### 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 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.
Improved reading, writing and maths attainment among disadvantaged pupils.	Gap will close in progress made between PP and non PP.
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: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations report that pupils feel safe, happy and valued at school</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Disadvantaged pupils' attendance to be higher than average national average attendance for disadvantaged pupils. Attendance gap closes between disadvantaged and non-disadvantaged with attendance improving for all.

### Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 142,644 (Annual cost)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Now press play - Immersive audio technology</b>	NowPress Play's own study shows substantial beneficiary and impact across 20 schools, particularly in the	2,6

	<p>areas of children's engagement, enjoyment, and topic understanding compared to desk based learning.</p> <p>There is faster and efficient student learning through complex immersive challenges. (<a href="#">Dede, 2009</a>; <a href="#">Dill-Shackleford, 2014</a>; <a href="#">Hamari et al., 2016</a>; <a href="#">Kickmeier-Rust et al., 2007</a>)</p>	
<b>Speech and language therapy</b>	<p>There is an extensive evidence base showing the impact of communication and language approaches, including a number of meta-analyses.</p> <p><b>(+6 months)</b></p> <p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities,</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2
<b>Vocabulary Ninja</b>	<p>The Oxford Language (2018) report <b>'Why Closing the Word Gap Matters'</b> found that the word gap significantly impacts achievement. Teachers reported that pupils with low levels of vocabulary often:</p> <ul style="list-style-type: none"> <li>● Had difficulty working independently.</li> <li>● Had difficulty following what was going on in class.</li> <li>● Achieved worse results in national assessments.</li> <li>● Made slower than expected progress in English.</li> </ul> <p><a href="#">"Addressing Educational Disadvantage In Schools and Colleges: The Essex Way" edited by Marc Rowland</a></p>	1,2,6

	<a href="https://www.isbn-international.org/product/9781913622459">ISBN 978-1-913622-45-9</a>	
<b>Staffing costs allocated to PP</b>	<p>School leaders play a central role in improving education practices through high-quality implementation' by 'defining both a vision for, and standards of, desirable implementation</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF_Implementation_Guidance_Report_2019.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF_Implementation_Guidance_Report_2019.pdf</a></p> <p>'Research shows that successful schools 'have clear, responsive leadership.'</p> <p>DFE 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice'</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</a></p>	3,5
<b>CPD training :writing</b>	<p>Language and literacy teaching that schools can use to make a significant difference to teaching and pupils' learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-">https://educationendowmentfoundation.org.uk/education-</a></p>	1,2,6



	<a href="#">evidence/guidance-reports/literacy-ks2</a>	
<b>Academic subscriptions</b>  <b>Use of Chrome books as a part of Digital strategy</b>	Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classrooms. <b>(+ 4 months)</b>  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf</a>	2,5,6

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

Budgeted cost: £54,780 (Annual cost)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>PP boosters including online boosters</b>	Small group tuition has an average impact of four months' additional progress over the course of a year. <b>(+4 months)</b> <b>EEF Toolkit</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,6
<b>A specialist PP HLTA</b>	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. <b>EEF Toolkit</b>	1,2,6

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
<b>Intervention Teaching (over the Tutoring budget)</b>	EEF Teaching and learning toolkit says that overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	1,2,6
<b>Teacher tutoring</b>	Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> <b>(+4 months)</b>	1,2,6
<b>PP scholarship programme</b>	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	5,6
<b>Parent workshop and maths resources</b>	Parental engagement has a positive impact on <b>average of 4 months'</b> additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. <a href="#">"Addressing Educational Disadvantage In Schools and Colleges: The Essex Way" edited by Marc Rowland</a> <a href="#">ISBN 978-1-913622-45-9</a>  <a href="#">EEF Toolkit:</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	3,5
<b>Science workshops</b>		3,6

	<p>Making science lessons in primary schools more practical, creative and challenging. <b><u>Thinking, Doing, Talking Science programme</u></b></p> <p>The TDTS pupils made three additional months' progress, on average, in science, with a particularly positive effect for girls and pupils with low prior attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/thinking-doing-talking-science">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/thinking-doing-talking-science</a></p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 26,479 ( Annual cost)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Gardener</b>	<p>Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. Professional development can support the effective management of collaborative learning activities.</p> <p><b>(+5months)</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p>	3,5
<b>Attendance schemes including breakfast clubs</b>	<p>There is a small positive impact of physical activity on academic attainment.</p> <p><b>(+1 month)</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	3,5
<b>Teaching of Life skills</b>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	2,4

<p><b>Training for Emotional Literacy Support Assistants and Well being mentors</b></p>	<p>Alongside academic outcomes, Social and Emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p><b>(+4 months)</b></p> <p><a href="#">“Addressing Educational Disadvantage In Schools and Colleges: The Essex Way” edited by Marc Rowland ISBN 978-1-913622-45-9</a></p> <p><a href="#">EEF Toolkit:  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>2,4</p>
<p><b>PP school trip</b></p>	<p>Its key findings reported that: “When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development.</p> <p><a href="#">”Ofsted report on Learning Outside the Classroom (LOtC) in October 2008.</a></p>	<p>2,4,5</p>
<p><b>SEN support including construction of Sensory room</b></p>	<p>Reducing class size has a small <b>positive impact of +2 month</b>, on average.</p> <p><a href="#">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	<p>4,6</p>
<p><b>Homework resources-CGP</b></p>	<p>Homework: disadvantage gap study by EEF shows that pupils eligible for free school meals typically receive additional benefits from homework.</p> <p><b>(+3 months)</b></p> <p><a href="#">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	<p>6</p>
<p><b>Breakfast for pupils during assessment weeks</b></p>	<p>By offering relatively disadvantaged primary schools in England support to establish a universal, free, before-school breakfast club can improve pupils' academic attainment.</p> <p><a href="#">https://ifs.org.uk/publications/8714</a></p>	<p>3,6</p>

<p><b>Cultural experiences:</b>  <b>scouts workshops</b>  <b>dance workshops</b></p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	<p>5</p>
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**Total budgeted cost: £ 223,903**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### **PUPIL PREMIUM GRANT STRATEGY REVIEW 2020-2021**

##### **Targeted Support for Academic Achievements**

In Summer 2, children were identified based on the need to reinforce their understanding of basic arithmetic skills and the application of numbers. Another group was identified to significantly increase not just their reading fluency to help them read at pace without spending their working memory decoding, but also their reading comprehension. In KS1, a phonics group was also identified. Catch-up education for this pupil premium group was provided by HLTAs and experienced teachers for 3 weeks in a single block across a longer period over the summer holidays. Parents were supportive of this provision and understanding in the identification process.

The evaluation showed that it increased pupils' confidence and self-esteem. Autumn data 2020 showed the Summer School had positively impacted our greater depth pupils, especially the boys in reading and maths. It meant that fewer Greater Depth pupils needed a catch-up session or boosters than the Expected group.

Breakfast boosters and after school boosters were also led by HLTAs to secure learning domains that will enable identified groups to catch up and meet age-related expectations or work at greater depth during Autumn 2. Y6 Reading data for PPG shows an increase of +20% between Spring and Summer actual outcomes for EXP+ and an increase of 7% for greater depth. Year 6 Maths data for PPG shows an increase of +23% between Spring and Summer actual outcomes for EXP+ and an increase of +17% for greater depth for the same period.

This forensic approach to intervention will remain in place, but more emphasis will be placed on KS2 greater depth writing, KS1, Writing and Maths with a particular focus on writing.

Morning boosters for Phonics focus for all pupils in Year 1 and 2 were provided by staff trained in Read Write Inc. during Spring and Summer 2021. Breakfast was also provided during the week of phonics screening for all pupils. Our morning interventions and morning breakfast had a significant impact on our results alongside additional after school and during school 1:1 interventions.

Phonics outcomes improved significantly for PP pupils in both Year 1 and 2 based on their end of year targets. This means that our Year 1 PP outcomes have exceeded the national PP outcomes with Year 1 PP outcomes at 94% compared to 84% of national PP outcomes. Year 2 Phonics outcomes also exceeded the national average, at 89% compared to the 82% achieved by PP children.

During Spring 2021 lockdown, some PP parents informed teachers about difficulties they had with their children completing homework or attending online lessons, for

example not having the relevant technology or knowledge to support them or being unable to challenge their behaviour towards schoolwork at home.

37 PP children had requested and were given laptops during the lockdown and 7 PP were given Dongles. Daily phone calls were made in the first week and then weekly calls home to maintain our strong teacher-parent relationships. We had put measures into place prior to online learning to ensure pupils were engaged in learning through closure times. We used Google Classroom to teach daily lessons online from 9.00 to 2.00 PM, and home learning packs were also produced prior to laptops arrival or if the parents/pupils were struggling with technology, which focused on consolidating learning through scaffolding, modelling and worked examples if they were overwhelmed with the lessons daily. Books were also provided to support reading and class texts at home. Tutoring was provided for pupils during the afternoons in small group sessions to support focus target pupils, especially in Reading and Maths. We also ran two homework clubs for Year 4 and Year 6 for pupils who did not have laptops at home during Autumn 1 and 2. Our Summer actual outcome for Year 1 Reading Expected + shows the closing the gap between PPG (78%) and non-PPG (80%) with only a difference of 2%. The summer attainment gap between PPG and non-PPG in Reading for Expected + has been closed in Year 4. There is also accelerated progress in Year 2 for Expected + Reading and Greater depth for disadvantaged children.

Our focus is now to help pupils develop strong mental maths skills and to put support strategies into place. The Maths Lead continues to provide ongoing support when needed for all staff. We accessed mastery training to introduce it to all staff which will continue into the next academic year.

Now Press Play was purchased as an effective resource to support learning across the curriculum throughout the school. These real life experiences have brought them a depth of understanding of key concepts and ideas, which otherwise our PPG would not have had, building cultural capital. Children have been able to access and engage in Tier 3 subject-specific vocabulary through experiences that are relevant to their topic, for example, the "Evolution" topic introduced them to new scientific vocabulary and as a result, children could use the words confidently and have a secure understanding of it.

Pupil Premium Scholarship Programme was announced for our more able PP pupils which was aimed to help raise the attainment of highly able pupils from disadvantaged groups to incentivise them to achieve or maintain greater depth in Reading, Writing and Maths. Pupil names were identified after data drop meetings during Autumn 2. Communication with parents was established and there was a strong parental engagement. Various schemes like online music lessons including keyboard lessons (the keyboard having been provided by the school), extra lesson materials and online IXL subscriptions were offered to pupils from Years 1 to Year 6. Instrument lessons were regularly attended by two pupils in years 2 and 3. There was positive feedback from the music teachers and parents of the pupils who were offered music lessons, and they asserted that one pupil progressed hugely in terms of his ability and could now read notes on his own as well as recall pieces by memory that he had learnt. Data shows that all PP achieved or maintained GDS across Reading, Writing and Maths except Year 2 where GDS was achieved in only one subject.



The next steps are to liaison with external agencies for rewards which should be less time-consuming.

### **Improvement of attendance**

Our target was to increase the attendance figures for PP children and reduce the number of late arrivals. To make sure that students fulfil their academic potential, good attendance is necessary and ensures that educational retention is easier, as well as creating a strong continuity of learning and relationships which fosters progress.

A well-planned attendance strategy targeting PP children was implemented that included rewards for the whole school with a more personal touch by our attendance officer and Pupils and Family Liaison Officer. PFLO and the attendance officer worked with parents to support them to improve attendance. They also worked with the LA engaging with the enforcement team to implement early help for pupils with persistent attendance. Amazon vouchers and pizza parties have been successful in improving attendance and this will be continued to further build cultural capital.

The vast majority of PPG and FSM pupils' attendance improved over time and the difference between PP and non-PP attendance was +0.96% from the period Oct 2020 to July 2021. However, attendance for some PP pupils is still a concern compared to other groups despite this being a very small number of pupils.

During Covid-19 lockdown, the Pupils and Family Liaison Officer, Senior Leaders, and Class Teachers contacted vulnerable families at least weekly to check on the welfare and engagement of pupils. As a result of this, some pupils that the school considered vulnerable were offered a place in school during the lockdown period so that they could have HLTA support in conjunction with online lessons.

Breakfast clubs such as multi-skill sports and drama continued to be offered in bubbles to ensure improved punctuality and attendance. This has provided them with the resilience required to cope with the demands of the curriculum.

At LFPA, we introduced a new reward system in assembly for our PP pupils which involved a 20-minute session of supervised playing of Nintendo Switch for good attendance and for exhibiting our values at school. BMX bike rental as rewards for 100 Club were also offered to pupils in KS1 and KS2. We are looking to continue this strategy for next year, with minor adjustments through close monitoring of the scheme.

### **Support vulnerable pupils and families, and ensure they are safe, cared for, and engaged in their learning.**

Our target was to provide appropriate uniforms for all our pupil premium so that they can be more confident within the school environment and when interacting with their peers. Since offering support with clubs and extracurricular activities children are more confident to talk about their hobbies and interests.

Parents did not redeem the allocated school uniform vouchers and therefore this strategy will be reviewed and amended to ensure uniform compliance and PP families to adhere to school policy expectations.

Families who were more vulnerable were offered items such as Food Vouchers, food boxes and other resources, as well as phone calls on a weekly basis so that the students could be supported at home during lockdown. This gained several positive reviews by the parents themselves.

We were unable to source HACS membership due to Covid as they had stopped all events. No in-house training was offered. An alternative form of assessment such as RISE was used to identify children's resilience and wellbeing. We identified children with social and emotional needs across all year groups, forming the cohort for our Pupils and Family Liaison Officer who was trained in Mind Moose. Materials have been purchased so that this scheme can be rolled out in the next academic year.

### **Implementation of wider opportunities for curriculum enrichment**

Our aim was to ensure all pupils have access to school visits to enrich the curriculum. The PP experience trip did not take place due to Covid, however future experience and trips such as Wall Climbing have been arranged for them to do in the spring term.

A gardening club for selected PP KS1 and KS2 was provided based on the school's understanding of family circumstances and to encourage healthy eating. This is run by our in-house gardener who runs afternoon sessions across KS1 and KS2. All pupils who took part have had positive experiences and looked forward to taking home what they grew. 100% of pupils' attitude to eating garden vegetables has become more positive than before. They have not only increased their general knowledge about growing vegetables but have also been more easily engaged during lesson time.

Year 1 PP had an improved attendance with 96% compared to Year 1 non-PPs, 94% at the end of Autumn 1. Pupil feedback about the Gardening Club suggests great success in KS2: "I can't wait for edible flowers to grow."

This new addition will continue and the opportunity for PP pupils to increase their cultural capital will be extended and it is envisioned that it will reflect in pupils leading a healthier lifestyle.

We had two music workshops provided by Teach Major and we ran a Drama Club for Years 1 and 3. Class teachers noted that pupils were sitting in lessons for a longer amount of time and that their ability to focus and sustain concentration was vastly improved. Pupils were keener to engage in lesson time and reacted with positive behaviours.

### **Lessons Learnt**

An assessment undertaken by Rising Star concerning attainment amongst primary school children in the third national lockdown revealed that schools with a higher number of students who received Free School Meals were twice as likely to have lower scores compared to schools with a lower number of FSM pupils (Blainey et al., 2020).

At LFPA, we focused upon the use of assessments to set out the pathway for an effective catch-up strategy, using the gap analysis to inform daily high-quality teaching as well as bespoke pupil-specific learning, not conflating disadvantage with underachievement. We continued to use small group interventions which are tailored

to specific pupil needs alongside supporting vulnerable families at home, undertaking a multi-faceted approach to ensure all pupils feel supported by the school.

Our goal at LFPA is to ensure that all children are able to take full advantage of the curriculum both academically and in terms of extra-curricular activities that increase cultural capital for students from disadvantaged backgrounds.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
NELI	<a href="#">The Nuffield Early Language Intervention - Elklan</a>
Now Press Play	Now Press Play

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



### Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*