

# Larkrise Primary School - Pupil premium strategy statement

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

## School overview

Detail	Data
School name	Larkrise Primary School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	41.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	January 2023
Date on which it will be reviewed	January 2024
Statement authorised by	Katie Allen
Pupil premium lead	Katie Allen
Governor / Trustee lead	Pauline Francis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126700
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£126700

## Part A: Pupil premium strategy plan

### Statement of intent

At Larkrise Primary School we are relentless in our pursuit to ensure that all children, no matter their background or the challenges they face, are ready and able to learn, thrive and achieve highly across the curriculum. Our pupil premium strategy recognises the individual differences of those pupils identified as disadvantaged so that each child receives the personalised support required to maintain a positive wellbeing and achieve excellence.

Our commitment to knowing every child, has enabled us to identify the specific action required to remove the barriers that prevent our vulnerable pupils, regardless of whether they are disadvantaged or not, to make the necessary progress to achieve a positive wellbeing and high academic achievement.

Quality first inclusive teaching is central to our approach, with a focus on the areas in which our children, in receipt of pupil premium, require the most support. Research shows this to have the greatest impact on closing the disadvantage attainment gap, as well as enhancing the teaching and learning experienced by our non-disadvantaged pupils. Our decision-making is rooted in a determination to support all children to learn, thrive and achieve from their individual starting points. For this reason, we aspire to ensure the progress and attainment of our non-disadvantaged pupils is sustained and improved alongside that of their peers, who are in receipt of pupil premium funding.

Our pupil premium strategy and education recovery plans are interlinked; our targeted and specialist offer, including school-led tuition, intends to meet the needs of children who have experienced the greatest impact from the pandemic, regardless of whether they are identified as disadvantaged or non-disadvantaged.

We remain flexible in our approach so that we can be responsive to changing challenges and individual needs. We rely on robust diagnostic assessment, rather than assumptions to fully understand and plan for the impact of disadvantage. Our implementation of support is most effective when:

- We know every child and foster close relations between school, parent and child.
- The achievement of all pupils, including those identified as disadvantaged, is regarded as everyone's responsibility.
- We set high expectations for all children regardless of their background or the challenges they face, ensuring work set is appropriately challenging for the individual.
- We intervene early to meet the needs of every child.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils indicate that children at our school, who are in receipt of pupil premium are more likely to have underdeveloped oral language skills and a lower range of vocabulary than their peers.
2	Our current assessments and observations as well historical judgements, indicate that children in receipt of pupil premium typically have lower reading and maths attainment on entry to the school. Typically, this continues throughout the school and children in receipt of pupil premium attain lower than their peers in English and maths in KS1 and KS2.
3	Our knowledge of each child and national studies, indicates that the education and wellbeing of children in receipt of pupil premium are less likely to access wider opportunities with extracurricular enrichment such as theatre visits, museum visits.
4	<p>Our assessments (including use of the Boxall Profile) and observations, indicate that a number of children, identified as disadvantaged, have greater social, emotional and behaviour difficulties.</p> <p>Requests for support have markedly increased during the pandemic. Approximately 50% of our disadvantaged pupils are accessing additional support with social, emotional and behaviour difficulties through our targeted and specialist offer, including external service support as appropriate.</p>
5	<p>Attendance and punctuality</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2.5 – 3.1% lower than for non-disadvantaged pupils.</p>
6	Recent data and observations, relating to parent engagement in their child's learning, either through Parent and Teacher Consultations, Class Dojo interaction and wider school communication, indicates lower engagement from parents of children in receipt of pupil premium than their non-disadvantaged peers.

## 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 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 and maths attainment among disadvantaged pupils.	<p>KS2 reading outcomes show that more than 70% of disadvantaged pupils met the expected standard.</p> <p>KS2 maths outcomes show that more than 70% of disadvantaged pupils met the expected standard.</p>
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved mental, physical and social wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>- qualitative data from student voice, student and parent surveys and teacher observations</li> <li>- a significant reduction in requests for internal and external support for social, emotional and behaviour difficulties.</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.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>- The overall attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%.</li> </ul>
Increased parental engagement in children's learning that leads to improved pupil outcomes.	<p>Sustained high parental engagement demonstrated by:</p> <ul style="list-style-type: none"> <li>- 100% attendance to Parent and Teacher Consultations</li> <li>- Over 75% of parents of children, in receipt of pupil premium funding, to engage with wellbeing and academic workshops hosted at the school or linked Parent Hub.</li> <li>- Over 90% of parents actively engaging with Class Dojo and linked school communication tools.</li> </ul>

## 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: £63 700

Activity	Evidence that supports this approach
Consistent delivery of quality first inclusive practice that provides high quality feedback and promotes metacognition and self-regulation.	Quality first inclusive practice, that includes high-quality feedback and promotion of metacognition and self regulation is beneficial to all children: <a href="https://www.educationendowmentfoundation.org.uk/Feedback">Feedback   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk/Metacognition-and-self-regulation">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>
Purchase of standardized diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="https://www.educationendowmentfoundation.org.uk/Standardised-tests">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>
<p>Purchase of a <a href="#">DfE validated Systematic</a></p>	<p>Phonics approaches have a strong evidence base that indicates a positive</p>
<p><a href="#">Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths resources</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>

and CPD (including Teaching for Mastery training).	
<p>Improve the quality of social and emotional (SEL) learning within the classroom and our nurture provision.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>

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

Budgeted cost: £ 31,500

Activity	Evidence that supports this approach	Challenge number(s) addressed

Purchase of a programme to improve listening,	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on	1
narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
School-led tutoring and teaching assistant interventions for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> Teaching assistant interventions for individuals and/or small groups of pupils: <a href="https://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3

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

Budgeted cost: £ 31,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Whole staff training on behaviour management strategies and trauma perceived practice with the aim of developing	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.eef.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://d2tic4wvo1iusb.cloudfront.net/improving-behaviour-in-schools">Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</a>	4
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our school ethos and improving behaviour across school.		
<p>Embedding principles of good practice set out in the DfE's <a href="https://www.eef.org.uk/school-attendance">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
<p>Universal, targeted and specialist nurture approach that is rooted in motivational theory to remove the barriers to positive wellbeing and high academic achievement.</p> <p>This will involve a breakfast offer for all children, targeted nurture provision and specialist social/emotional learning through play therapy.</p>	<p>Universal, targeted and specialist nurture approach rooted in motivational theory (Maslow's Hierarchy of Needs), ensures children's holistic needs are not a barrier to positive wellbeing and high academic achievement.</p> <p><a href="https://www.eef.org.uk/individualised-instruction">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.eef.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.eef.org.uk/magic-breakfast">Magic Breakfast   EEF (educationendowmentfoundation.org.uk)</a></p>	2,3,4,5

Free enrichment clubs, school experiences and visits to promote arts participation, physical activity, and cultural capital through social/emotional learning. And free transport to some of these events.	An extended offer beyond classroom learning, through school experiences, visits and enrichment clubs can increase arts participation, physical activity and cultural capital to improve pupil outcomes: <a href="#">Extending school time   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4
	<a href="#">Physical activity   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a>	
Wellbeing and academic information, workshops and advice to be held at our Parent Hub to promote parent engagement with children's school experience and learning.	Equipping our parents with the knowledge and skills to be actively involved in the wellbeing and academic development of their child will positively impact pupil outcomes: <a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	6
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.	1,2,3,4,5,6

**Total budgeted cost: £126,700**

## **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 2021 to 2022 academic year.

Our internal assessments suggested that the progress of pupils in receipt of pupil premium funding was typically lower than their non-disadvantaged peers for much of the academic year, until the summer term when progress measures were broadly in line for disadvantaged and non-disadvantaged pupils. However, it's clear that the

academic attainment of most children was adversely impacted by the partial school closure due to COVID-19.

As evidenced in schools across the country, the partial school closure was most detrimental to our disadvantaged pupils, as they were not able to fully benefit from our pupil premium funded improvements to teaching and targeted interventions to the extent we had intended. The impact was mitigated by virtual teaching and learning, in which we continued to deliver a high-quality curriculum, supported by DfE issued laptops and online resources, such as those provided by Oak National Academy.

Overall attendance saw a slight increase in previous years, although remained just below the previously known national average (96%). Typically, absence amongst pupils identified as disadvantage is higher than their peers, hence a focus on attendance and punctuality is included within our current strategy plan.

Our assessments and observations indicated a significant increase in social, emotional and behavioural difficulties amongst pupils who are vulnerable and/or disadvantaged, primarily due to COVID-19 related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are broadening our universal, targeted and specialist offer in this area as detailed in this plan.

## 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
Magic Breakfast – fuel for learning	Magic Breakfast
Read Write Inc. Phonics	Ruth Miskin
Maths curriculum	White Rose

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A



## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Working with Nature Friendly Schools to promote increased opportunities for outdoor learning and active play. This will promote opportunities for social and emotional learning and physical activity.
- Support and advice offered from our Child and Family Support Worker to further foster relations between school, child and parent. This will also promote opportunities for families to take advantage of external services provided by the local authority and charities.
- Increased opportunities for parent engagement through the development of our new Parent Hub. In addition to parent information, workshops and advice that will be school led and partially funded by pupil premium funding, the innovation will provide access to an IT suite, community spaces and access to external services that will support to remove the barriers that prevent parent engagement in school.
- Development of Play Leaders, encouraging peer-on-peer support in the playground to promote positive play and boost pupil mental, physical and social wellbeing.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected and engaged with Essex Schools' Disadvantaged Champions training to understand how evidenceinformed practice can benefit pupil outcomes. We are also in the process of investigating the potential for a commissioned pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. Through our engagement with the Essex Schools' Disadvantaged Champions training, we learnt from other schools who have delivered sustained success in supporting pupils in receipt of pupil premium funding. Through the Ambition Institute, our Headteacher has also communicated with leaders of schools with similar contexts to identify effective strategies that positively impact pupil achievement.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

Through training hosted by the Ambition Institute, we used the [EEF's implementation guidance](#) to inform our strategy, supporting to diagnose specific pupil needs and work out which activities and approaches are likely to work within our school content.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.