

# Pupil premium strategy statement – Larkrise Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery 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	41.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2021/22 to 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Katie Allen
Pupil premium lead	Katie Allen
Governor / Trustee lead	Nicola Hills

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,675
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£123,675

## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

### 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 as historical judgements, indicate that children in receipt of pupil premium typically have lower reading, writing 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 extra-curricular enrichment such as theatre visits, museum visits.
4	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.  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. There is also a greater need for help with mental health in families and specific children, more so for those in receipt of pupil premium.
5	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.	KS2 reading outcomes show that more than 70% of disadvantaged pupils met the expected standard.  KS2 maths outcomes show that more than 70% of disadvantaged pupils met the expected standard.
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. Children better capable of self-regulation and calming strategies leads to improved learning outcomes.	Sustained high levels of wellbeing demonstrated by: <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> </ul> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Increased parental engagement in children's learning that leads to improved pupil outcomes.	Sustained high parental engagement demonstrated by: <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> </ul> Over 90% of parents actively engaging with Class Dojo and linked school communication tools.

## 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: £ 63,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistent delivery of quality first inclusive practice that provides high quality feedback and promotes metacognition and selfregulation.	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-EEF">Feedback   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk/Metacognition-and-self-regulation-EEF">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 4
Purchase of standardized diagnostic assessments.  Training for staff to ensure assessments are	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="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	2

interpret d and administe red correctly.		
<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>	1, 2
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2

for all pupils.		
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths resources including 'Mastering Number' training	<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: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1, 2
Improve the quality of social and emotional learning (SEL) within the classroom and our nurture provision.	<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="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
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="#">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="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2 ,3

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management strategies and trauma perceived	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Improving behaviour in schools</a>	4



practice with the aim of developing our school ethos and improving behaviour.	<a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a>	
<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="#">Individualised instruction   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p><a href="#">Social and emotional learning   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p><a href="#">Magic Breakfast   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">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.	<p>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:</p> <p><a href="#">Extending school time   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p><a href="#">Arts participation   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	1,2,3,4
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.	<p>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:</p> <p><a href="#">Parental engagement   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	5

<p>Mental health champion training for targeted year groups to disseminate to the wider school community</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.educationendowmentfoundation.org.uk/individualised-instruction">Individualised instruction   EEF</a>  <a href="https://www.educationendowmentfoundation.org.uk/individualised-instruction">(educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF</a>  <a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning">(educationendowmentfoundation.org.uk)</a></p>	<p>4</p>
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**Total budgeted cost: £ 123,675**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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 school closures 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.

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 used your pupil premium (or recovery premium) to fund in the previous academic year.*

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

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)

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