

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	Larkhill Primary School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	17 (11%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Emily Taylor
Pupil premium lead	Claire Jarvis
Governor / Trustee lead	Trevor Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,175
Recovery premium funding allocation this academic year	£2,610
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	£22,785

Part A: Pupil premium strategy plan

Statement of intent

We have identified 5 Golden Threads that weave through our curriculum and underpin everything we do.

Values: “Our children will be good citizens and have a sense of belonging”

Knowledge and skills-based: “Are curious, aspirational and knowledgeable”

Progression led: “Our children will do more, know more and remember more”

Language and vocabulary rich: “Are good communicators both orally and in writing”

Experience rich: “Are interested and interesting”

Our intent is for all pupils, regardless of their background, to make progress in line with their peers. The strategy enables children from a disadvantaged background to access the same learning opportunities and by providing additional learning support as and where required learning gaps can be closed.

We recognise that disadvantaged children may not have the same life opportunities and experiences outside of school, so our curriculum is designed to deliver these experiences within school. We acknowledge that financial restraints may provide challenges for parents when funding these activities so the strategy enables us to support parents financially so all children are able to access these events.

Challenges

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

Challenge number	Detail of challenge
1	High number of children who are not achieving ARE in English and have poor communication skills.
2	Children sustaining expected/ better than expected progress.
3	Rapid mobility turn-around due to Forces creating gaps in learning.
4	Closing the gap between PP and non-PP children (Life experiences – limited knowledge of the world).
5	Further gaps in learning due to school closures and home learning
6	Attendance and lateness of individuals (2 families; 4 children)
7	Lack of stability in formative years and emotional impact of absent parents due to deployment
8	High percentage of safeguarding issues home related/ rise of mental health issues in both children and the parents

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
To ensure provision and tracking support good progress against starting points for SEND/PP children.	<ul style="list-style-type: none"> Improved evidence of outcomes in RWM for all SEND/PP children from baseline to show progress. Pupil provision maps to be used to identify small achievable targets.
To improve attitudes towards learning	<ul style="list-style-type: none"> Pupil voice questionnaires speak positively about school. Attendance will improve as pupils will want to be in school. Pupils will have a positive image of themselves and increase emotional well-being Pupils will feel confident to face challenges and maintain social friendships with their peers Pupils will feel confident in their abilities and are able to take risks in learning, cope with failure and challenges, show resilience, be engaged and feel motivated within lessons Pupils will make progress in their own level of development and those identified as ARE will achieve this Pupils will feel like they belong and will be able to develop their emotional maturity
Pupils to have increased self-esteem, a positive image of themselves and emotional and mental well-being are addressed for children to make progress in line with peers.	1:1 and small group sessions will enable children to develop the social skills, knowledge and self-confidence needed to work independently and in group situations in class.
Enrichment activities enable children to have similar life experiences to their peers.	<ul style="list-style-type: none"> Children will have access to school visits and residential trips. Music lessons will be offered and part funded for PP children. All children will have access to good quality texts at home.
Parental Engagement improves pupil's attendance and progress. Attendance of all pupils to meet National Average for disadvantaged children	<ul style="list-style-type: none"> Focus open mornings 'Parent Café' in English, maths and reading to actively promote engagement of parents and develop understanding of how to support their child's learning

	<ul style="list-style-type: none"> • Parents are supported with funding of school trips and visits. • Monitoring systems in place to track pupil's attendance every month. • Immediate action to take place with parents if children's attendance drops below 94% • Attendance of disadvantaged pupils to be in line with peers and national average for disadvantaged pupils
To provide a Recovery Curriculum in order to address gaps and aid returning to school	<ul style="list-style-type: none"> • Pupils to be provided with a Recovery curriculum in order to re-connect relationships with pupils/staff and pupil/pupil. • Pupils through pupil voice feel safe, secure and supported.

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: £ **12,385**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All Pupil Premium children are making progress in line with their peers and fulfil their academic potential in relation to their starting point-closing the gap.</p> <p>Action/approach Quality first teaching for all pupils – 100% of</p>	<p>The difference between Pupil Premium and Non-Pupil Premium children is diminishing. However, there is still a gap in core subjects. This can be seen through pupil's books, parent communications (reports and parent's evenings), pupil progress data and learning walks.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1,2,3,4

<p>teaching is deemed good/ outstanding</p> <p>Interventions for every year group to support the needs of the children based on their Provision Tracker</p> <p>Pupils to have more opportunities to use feedback by teachers, written or oral, to improve attainment – first quality teaching</p> <p>Parents to be provided with clear information on how to support their child at home and how their child is progressing in school.</p>		
<p>Pupil Premium children are reaching age related expectations in maths, to at least meet floor targets of 65%</p> <p>Action/approach</p> <p>Tracking of maths ages through Sandwell and 'Can Do' assessments. Booster sessions for year 6.</p>	<p>To enable PP children to make and evidence the same amount of progress as their peers and to reach their academic potential based on their starting points.</p> <p>Focused maths meets and timely interventions have a huge impact on the progress children are making.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,2,3</p>

<p>Higher ratio of adults in KS1.</p> <p>Quality resources to improve teaching and learning.</p>		
<p>Pupil Premium children are reaching age related expectations in reading and writing to at least meet floor targets of 65%</p> <p>Action/approach</p> <p>Tracking of reading ages through Salford and spelling through Schonell alongside moderation of writing using Integra criteria. Booster sessions for year 6.</p> <p>Higher ratio of adults in KS1.</p> <p>Further development of the new approach to</p>	<p>To enable PP children to make and evidence the same amount of progress as their peers and to reach their academic potential based on their starting points.</p> <p>Accelerated Reader has been proven to improve children's reading by targeting their understanding and developing their comprehension skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1,2,3</p>

<p>teaching reading and writing across school with a higher emphasis on reading.</p> <p>Introduction of Accelerated Reader for KS2.</p> <p>Purchase of Colourful Semantics programme.</p>		
<p>To provide staff with high quality professional development that impacts the quality of teaching and learning for all.</p> <p>Action/approach</p> <p>Provide staff with high quality training and support. Employ external experts through TWHF to develop teaching practice. Provide access to online resources and training.</p>	<p>Acquiring and continuing to use knowledge and skills depend on organisational arrangements that support ongoing learning and the application of new learning. Where schools are strategic in creating time and productive working relationships, the benefits include greater consistency in teaching and learning, greater willingness to share practices</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</p>	<p>1,2,3</p>
<p>To continue to use a Recovery Curriculum to address gaps after school closure/</p>	<p>EPI research finds that disadvantaged pupils are over 18 months behind by the age of 16. The impact of the pandemic will almost certainly widen this gap.</p> <p>Research on attainment of children who have missed significant periods of schooling due to absence suggest a large overall impact on attainment in addition to widening of the disadvantage gap that is expected based on studies of summer learning loss. The pandemic is likely to exacerbate existing inequalities and widen the attainment gap that already exists. As well as dealing with the attainment gap, schools are likely to need to provide more pastoral and mental health support for pupils.</p>	<p>5, 8</p>

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

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture support for pupils who are vulnerable and exhibit low self-esteem</p> <p>Pupils will develop self-management strategies through an increased awareness of their emotional intelligence by developing social skills, mental well-being and self-esteem</p> <p>Action/approach ELSA interventions, through either a 1:1 basis or through group interventions (tranquility, friendship groups, counseling sessions) to improve children's readiness to learn and therefore their</p>	<p>Moran (2010), Geddes (2005) and Bomber (2007;2010) all highlight the key role adults can play in supporting young people to develop self-awareness, express their emotions and find their own solutions.</p> <p>A number of our PP children have attachment issues, low self-esteem and a number of anxieties, which are a barrier to their learning.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3,7,8</p>

<p>attainment by reducing anxieties and low self-esteem.</p>		
<p>Children's emotional needs are better supported so they make good progress in lessons.</p> <p>Action/approach</p> <p>THRIVE training for all staff to identify and address gaps in emotional development. Use the VRF's to support pupils in developing a range of self-regulation strategies for behaviour and to make positive choices. Helping children to become more independent in managing their emotions and reactions to events in school life.</p>	<p>Many of our children have heightened anxiety which means they respond inappropriately to direct challenge. The THRIVE approach gives children more responsibility for their choice and more time to react in a calm, respectful environment. THRIVE was introduced in 2018 with successful outcomes where it was embraced by staff. Due to a large staff turn around this will need to be a further focus across school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3,7,8</p>
<p>Diminish the gap between vulnerable learners and other pupils. Increased expected and good levels of progress achieved.</p>	<p>The evidence from the EEF indicates that the impact is greater for targeted interventions matched to specific need than universal interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2,3</p>

<p>Action/approach Targeted intervention support for vulnerable learners which includes:</p> <p>KS1 Daily phonics Daily reading Maths groups</p> <p>KS2 Daily phonics (Yr3) Daily reading Maths groups Booster groups (yr6)</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ **6,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Decrease lateness in Pupil Premium children for attendance % to be broadly in line with national figures.</p> <p>Action/approach Attendance officer to monitor lateness and absenteeism on a 4 weekly basis and</p>	<p>Attendance reviews report that persistent lateness with some families is higher than national average</p>	<p>6</p>

<p>provide reports to SLT</p> <p>Attendance officer to follow procedure to contact parents via phone to establish reasons, and then by mail for persistent absenteeism. Meetings with parents to be arranged when child falls below 94% and EWO involvement established.</p> <p>Incentives and rewards for children with 100% attendance each term.</p>		
<p>Support for extracurricular activities/ enrichment and rewards.</p> <p>Action/approach Subsidising costs of school trips and experiences in school to ensure opportunities to develop life experiences are not missed.</p>	<p>In line with our strategic aims and values, all children should be able to access and benefit from extra-curricular activities and not have to incur costs for reward incentives</p>	<p>4,9</p>
<p>Pupil Premium children have access to quality texts to support their achievement.</p> <p>Action/approach</p>	<p>Reading for enjoyment has been proven to rapidly increase a child's vocabulary and therefore raise their academic standards in reading and writing.</p>	<p>4,9</p>

<p>Pupil Premium children will be given a book of their choosing from the book fair in order to develop a love for reading like their peers.</p>		
<p>All children to have the opportunity to learn through active learning and for it to impact curriculum and confidence.</p> <p>Actions/approach</p> <p>Active learning to be further developed across the curriculum to aid children's communication skills and vocabulary development.</p>	<p>To support writing in our school, we believe that performing written work improves understanding, gives purpose to learning and develops self-confidence within our children, allowing them to succeed both in and out of school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>4</p>
<p>Children's needs, areas for support and areas where they make progress are tracked closely.</p> <p>Action/approach</p> <p>To provide supply to enable the Pupil Premium lead time out of class to track and monitor progress.</p>	<p>Interventions will be timely and effective in ensuring attendance, emotional needs and progress are addressed.</p>	<p>1,2,3,4,</p>

Total budgeted cost: £ 20,175

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.

Sandwell/NFER/Schonell show upwards of 6 months progress. Greater in maths than English.

Summer 2021 (internal data)

Yr1 (4 children)- 100% ARE reading/50% ARE writing/75% ARE maths/50% combined

Yr2 (2 children)- 50% ARE reading/50% ARE writing/50% ARE maths/50% combined

Yr3 (2 children)- 50% ARE reading/0% ARE writing/0% ARE maths/0% combined

Yr4 (4 children) - 50% ARE reading/25% ARE writing/25% ARE maths/0% combined

Yr5 (1 child) - 100% ARE reading/100% ARE writing/100% ARE maths/100% combined

Yr6 (3 children) 33% ARE reading/33% ARE writing/33% ARE maths/33% ARE combined

Attendance has greatly improved in line with National figures. Where below, this is due to a child needing to isolate.

R-100%

Yr1-98.7%

Yr2-100%

Yr3-91.37% (isolation)

Yr4-98.91%

Yr5-100%

Yr6-100%

Whole school-97.29%

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

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?	

Please see separate strategy statement on our website.

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.