



Pupil Premium Strategy Statement 2020/21

Summary Information					
School	Larkhill Primary School				
Academic Year	2020/21	Total PP budget	£81,359	Date of most recent PP Review	July 2020
Total number of pupils	206	Number of pupils eligible for PP	185	Date for next internal review of this strategy	July 2021

Attainment - Academic Year 2019/2020 – As of March 2020			
	Pupils eligible for PP (14)	Pupils eligible for service funding (213)	Pupils not eligible for PP (7)
EYFS (1 PP; 32 Services PP)			
% achieving GLD	100%	64.5%	N/A
Year 1 (24 Services PP)			
% achieving in reading, writing and maths	N/A	66.7%	0%
% Achieving in reading	N/A	45.8%	0%
% Achieving in writing	N/A	70.8%	50%
% Achieving in maths	N/A	75%	0%



Year 2 (2 PP; 23 Services PP; 1 non PP)			
% achieving in reading, writing and maths	50%	57.2%	0%
% Achieving in reading	50%	57.2%	0%
% Achieving in writing	100%	57.2%	0%
% Achieving in maths	50%	76.2%	0%
Year 3 (4 PP; 42 Services PP; 2 non PP)			
% achieving in reading, writing and maths	0%	76.9%	100%
% Achieving in reading	0%	74.3%	100%
% Achieving in writing	0%	69.2%	100%
% Achieving in maths	50%	76.9%	100%
Year 4 (2 PP; 25 Services PP; 1 non PP)			
% achieving in reading, writing and maths	100%	69.5%	100%
% Achieving in reading	100%	69.5%	100%
% Achieving in writing	100%	65.2%	100%
% Achieving in maths	100%	82.6%	100%
Year 5 (2 PP; 36 Services PP)			
% achieving in reading, writing and maths	50%	61.8%	N/A
% Achieving in reading	50%	61.7%	N/A
% Achieving in writing	50%	67.6%	N/A



% Achieving in maths	50%	58.8%	N/A
Year 6 (3 PP; 3I Services PP; 1 non PP)			
% achieving in reading, writing and maths	66.6%	75%	100%
% Achieving in reading	100%	64.3%	100%
% Achieving in writing	66.6%	71.4%	100%
% Achieving in maths	100%	71.4%	100%



1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	High number of SEND children (% of PP children)
B.	All children sustaining expected/ better than expected progress.
C.	Rapid mobility turn around due to Forces creating gaps in learning.
D.	Closing the gap between PP and non-PP children (Life experiences – limited knowledge of the world).
E.	Further gaps in learning due to school closures and home learning
External barriers (issues which also require action outside school, such as low attendance rates)	
A.	Attendance and lateness of individuals (PP children at 97%)
B.	Lack of stability in formative years and emotional impact of absent parents due to deployment
C.	High percentage of safeguarding issues home related/ rise of mental health issues in both children and the parents
D.	Parental engagement and ability to fund educational experiences.

3. Desired outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	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.
B.	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.



		<ul style="list-style-type: none"> • 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
C.	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.	<ul style="list-style-type: none"> • 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.
D.	Behaviour at free times to be in line with the values and learning behaviour within the school.	<ul style="list-style-type: none"> • Playtimes will offer structured games and activities to support social skills and physical development. • Behaviour will be in line with the school's values
E.	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 • Family links course to increase parental engagement and capacity. • 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%



		<ul style="list-style-type: none"> Attendance of disadvantaged pupils to be in line with peers and national average for disadvantaged pupils
F	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.

4. Planned Expenditure					
Academic Year	2020-21				
Quality of Teaching for All					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All Pupil Premium children are making progress in line with their peers and fulfil their academic potential in relation to their	<p>Quality first teaching for all pupils – 100% of teaching is deemed good/ outstanding</p> <p>TA support (including interventions) for every year</p>	The difference between Pupil Premium and Non-Pupil Premium children is diminishing. However, there is still a gap in core subjects.	Termly progress meetings, provision mapping and inclusion management will be used to record and evaluate the effectiveness of interventions, quality of teaching and what impact these are	SLT and class teachers	Termly



<p>starting point- closing the gap.</p>	<p>group to support the needs of the children</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>This can be seen through pupil's books, parent communications (reports and parent's evenings), pupil progress data and learning walks.</p> <p>To ensure that pupil premium children make the same amount of progress as their peers and make significant progress based on their relative starting points</p>	<p>having on children's attainment and progress.</p> <p>Lesson observations, learning walks, book scrutiny's and progress data will be used to triangulate effectiveness of quality first teaching and interventions in all classrooms (see monitoring schedule)</p>		
<p>Pupil Premium children are reaching age related expectations in maths, to at least meet floor targets of 65%</p>	<p>As above</p> <p>Tracking of maths ages through Sandwell and 'Can Do' assessments.</p> <p>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</p>	<p>Evaluation and tracking of math's ages for those not reaching ARE.</p> <p>Pupil Progress meetings</p> <p>Tracking of PP children by class teachers.</p> <p>Pupil books.</p>	<p>Teaching staff</p> <p>CJ</p> <p>SLT/SENCO</p>	<p>Three times a year at pupil progress meetings and data drops.</p> <p>Evidence: Data Learning walks Observations Pupil books</p>



	Quality resources to improve teaching and learning.	huge impact on the progress children are making.			Parents Intervention notes
Pupil Premium children are reaching age related expectations in reading and writing to at least meet floor targets of 65%	As above Tracking of reading ages through Salford and spelling through Schonell alongside moderation of writing using Integra criteria. Boster sessions for year 6. Introduction of the new approach to teaching reading and writing across school.	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.	Evaluation and tracking of reading and spelling ages for those not reaching ARE. Pupil Progress meetings Tracking of PP children by class teachers. Pupil books.	Teaching staff CJ SLT/SENCO	Three times a year at pupil progress meetings and data drops. Evidence: Data Learning walks Observations Pupil books Parents Intervention notes
To provide staff with high quality professional development that impacts the quality of teaching and learning for all.	Provide staff with high quality training and support. Employ external experts through TWHF to develop teaching practice. Provide access to online resources and training.	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	Staff training impact will be monitored through observations and book scrutinies.	CP, MC (English) CH.(Maths) CH with AA and FJ (Foundation)	All training will be monitored post completion.



	English Maths Computing Foundation curriculum/topic	creating time and productive working relationships, the benefits include greater consistency in teaching and learning, greater willingness to share practices		CJ with JS (Computing) SLT	
To use a Recovery Curriculum to address gaps after school closure/	Staff training on “The Recovery Curriculum” Staff training on Jigsaw resources to aid activities in a Recovery Curriculum.	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. 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	Pupil voice Re-arranging the curriculum in order to provide more opportunities for required activities.	SLT Class teachers	Termly through Pupil voice



		<p>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>			
Total budgeted cost					£37,159



Targeted Support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
SEN and PP children supported through the employment of an inclusion manager who will work alongside teachers to support children with additional needs.	An element of our inclusion manager's salary who works to support and direct targeted interventions put in place by class teachers. Monitoring of SEN children through progression mapping and standardised testing, PP pupils are supported to make greater levels of progress and efforts made to remove the barriers to learning and attendance.	Inclusion manager offers invaluable expertise in supporting teachers and parents with strategies and resources to support children and co-ordinating external support.	Identified children will be discussed within pupil progress meetings in conjunction with the class teacher, SENCO and headteacher. The advice from which will be actioned. Reviews will take place during the regular meetings held for these pupils and their families.	KF (Inclusion Manager)	Termly intervals from PPM's.
Nurture support for pupils who are vulnerable and exhibit low self-esteem	ELSA interventions, through either a 1:1 basis or through group interventions (tranquility, friendship groups, counseling sessions)	Moran (2010), Geddes (2005) and Bomber (2007;2010) all highlight the key role adults can play in supporting young people to develop sel-	Children will be targeted on a need basis, reviewed each term. Before the first session begins for each intervention, SDQ's will be completed by	KF JB-learning mentor	After each 6 weekly intervention has been completed Pupil voice



<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>to improve children’s readiness to learn and therefore their attainment by reducing anxieties and low self-esteem.</p>	<p>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>Group and 1:1 nurture interventions for targeted individuals seek This will be seen through: Pupil voice Therapy sessions Parent voice Attainment data</p>	<p>the child’s teacher and parents. This will then be repeated after the intervention has ended (normally 6 weeks) to evaluate the impact of these nurture interventions. Entry and exit information will be established to prove impact.</p> <p>Each session will be planned according to the individual child’s needs and will offer them a bespoke nurture program.</p> <p>Evidence for improvement in children to show improved engagement in lessons and social groupings and attainment at their level. Children will also feel less anxious and will have a positive self-image</p>		
<p>Children’s emotional needs are better supported so they make good progress in lessons.</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</p>	<p>Many of our children have heightened anxiety which means they respond inappropriately to direct challenge. The THRIVE</p>	<p>THRIVE training modules for school staff (£500)</p> <p>THRIVE modelling by senior leaders. Observations and feedback.</p>	<p>KF NB- EYFS focus PG- KS1/2 focus</p>	<p>Termly through observations, pupil voice, feedback from sessions and parents.</p>



	<p>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>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>Pupil voice. Introduction of value-based curriculum and training.</p> <p>THRIVE assessments to be completed with regard to return to school after lockdown.</p>		<p>THRIVE assessments 3x per year as necessary.</p>
<p>Pupils with below expected levels of speech and language are supported to close the gap and enable them to access the curriculum.</p> <p>Pupils can interact more successfully in class.</p>	<p>Intervention through specialist support from Wiltshire Council.</p> <p>Staff member to carry out intervention programs across school.</p>	<p>Children with lower than expected speech and language struggle to follow instructions within class and with expressing themselves orally and in writing. This affects their ability to work at the same level as their peers.</p>	<p>Speech and language therapy involvement with identified children shows improvements.</p> <p>Program for intervention work in place and carried out regularly.</p> <p>Pupil progress data from reviews shows children are moving towards ARE.</p>	<p>KF</p> <p>JH (SpLD lead)</p>	<p>Regular reviews with Wiltshire SpLD team.</p>



Diminish the gap between vulnerable learners and other pupils. Increased expected and good levels of progress achieved.	<p>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>	The evidence from the EEF indicates that the impact is greater for targeted interventions matched to specific need than universal interventions.	<p>End of year 1 phonic screening will be above 85%</p> <p>Children to reach ARE in reading and maths at the end of KS1 and KS2.</p>	VT (KS1) CJ (KS2) KF	Term 2,4 and 6.
Total budgeted cost					£ 28,000
Other Approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Decrease lateness in Pupil Premium children for attendance % to be broadly in line with national figures	Attendance officer to monitor lateness and absenteeism on a 4 weekly basis and provide reports to SLT	Attendance reviews report that persistent lateness with some families is higher than national average	<p>4 weekly attendance reports</p> <p>Regular meetings between EWO, Attendance officer and SLT</p>	SC (office) SLT	<p>4 weekly reports with reasons for absence identified.</p> <p>Progress reviews termly</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>Pupil Premium lead to monitor attendance of disadvantaged children through attendance reports and signpost if required</p>		<p>As and when required for some families</p>
<p>Support for extracurricular activities/ enrichment and rewards</p>	<p>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>Participation rates in extracurricular activities. Clubs to run every term with priority given to targeted individuals.</p> <p>Attendance of PP children on Year 6 residential.</p>	<p>CJ Office staff Up and under sports</p>	<p>Termly review</p>



Pupil Premium children have access to quality texts to support their achievement.	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.	Reading for enjoyment has been proven to rapidly increase a child's vocabulary and therefore raise their academic standards in reading and writing.	Improved reading scores/ages.	CP (reading lead)	Twice a year
All children to have the opportunity to learn through drama and for it to impact curriculum and confidence.	One teacher to receive training on including drama in the curriculum and communicate information to KS2. Drama to be embedded within the writing curriculum.	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.	Staff member to attend training and support KS2 staff alongside course leader in school.	MC (English lead) CJ ET	Termly
Children's needs, areas for support and areas where they make progress are tracked closely.	To provide supply to enable the Pupil Premium lead time out of class to track and monitor progress.	Interventions will be timely and effective in ensuring attendance, emotional needs and progress are addressed.	Pupil progress data from reviews	CJ	Termly



For playtimes to promote and encourage the same learning behaviours seen within school.	Equipment to be purchased to improve play opportunities.	Research by Edward Fisher found that play can enhance early development by anything from 33% to 67% by increasing adjustment, improving language skills and reducing social and emotional problems. This has positive implications for both educational development and everyday intellectual life.	Whole school Scrapstore equipment and training.	Whole school approach. Termly observations and discussions with staff and pupils.	Terms 3-6 (2020) Termly
Total budgeted cost				£16,200	



Monitoring Schedule					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Support staff in writing PPPPs to support pupils</p> <p>Pupil voice to discuss return to school and how they are feeling, any changes in support needed?</p> <p>Book look - to see baseline on return to school</p> <p>Analysis of attendance</p>	<p>Pupil Progress meetings and rewriting Pupil Progress Provision Plans</p> <p>Analysis of reading, maths and spelling ages</p> <p>Lesson drop ins</p> <p>Analysis of attendance</p>	<p>Review PPPPs Pupil Voice Book look to see progress</p> <p>Analysis of attendance</p>	<p>Pupil Progress meetings and rewriting Pupil Progress Provision Plans</p> <p>Analysis of reading, maths and spelling ages</p> <p>Lesson drop ins</p> <p>Analysis of attendance</p>	<p>Review PPPPs Pupil Voice Book look to see progress</p> <p>Analysis of attendance</p>	<p>Transition meetings and drafting PPPPs</p> <p>Pupil Progress meetings and rewriting Pupil Progress Provision Plans</p> <p>Analysis of reading, maths and spelling ages</p> <p>Lesson drop ins</p> <p>Analysis of attendance</p>



5. Review of expenditure				
Previous Academic Year		2019-20		
Quality of Teaching for All				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
<p>PP children are reaching age related expectations in maths, reading and writing to at least meet floor targets of 65%.</p> <p>Children with a lower starting point are making progress in line with their peers.</p>	<p>QFT- Can Do Maths, change in literacy approach for writing to improve learning across school.</p> <p>TA support in all classes.</p> <p>Inclusion manager time to direct specific interventions for our vulnerable learners through signposting to different agencies and</p>	£34,455	Children would make progress in line with peers even where attainment is below ARE.	<p>Data system on pupil assett adjusted to show more progress steps for those WT ARE.</p> <p>Salford and schonell completed twice to reflect actual progress made. Lockdown prevented a July assessment.</p> <p>Three times a year we need to complete the assessments to show a full and accurate picture of progress.</p>



	ensure all our SEN children are supported to achieve.			<p>Y1, Y4 & Y6 reached 65% floor targets and above for disadvantaged and services premium children.</p> <p>YR reached 65% floor target for disadvantaged. Y3 reached 65% for service premium.</p> <p>Y2 & Y5 need targeted support for all PP children along with disadvantaged children in Y3</p>
Children's emotional needs are better supported so they make good progress.	THRIVE training ELSA training	£36,822	ELSA support picks up children with emotional difficulties which prevent	ELSA support provided through the rainbow room and group sessions supported children with emotional



			<p>them from accessing the classroom.</p> <p>THRIVE training will enable staff to accurately identify and support children's emotional needs.</p>	<p>difficulties. These children were able to either learn back in the classroom or continued to follow separate learning provision within a 1:1 setting in school.</p> <p>Staff were able to pinpoint children's difficulties more effectively, ensuring more targeted support could be given.</p>
Targeted Support				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
Increase parental engagement with school.	Inclusion manager and class teachers to ensure regular contact is maintained with parents	£1,682	Parental engagement has a positive impact on children's learning and attendance.	We have made sure that during lockdown these children received phone calls from their class teacher as



	<p>through support and update meetings during and after school.</p> <p>Adapted due to FSW moving on.</p>			<p>well as the ELSA TA to ensure they felt fully supported at home.</p>
<p>Decrease lateness in PP children and for attendance of PP children to be at or above 97%</p>	<p>Fortnightly monitoring of attendance.</p> <p>Attendance officer to contact parents to establish reasons for absence.</p> <p>Involve EWO for persistent absenteeism.</p>	<p>£8,500</p>	<p>Parents are made aware of the impact of poor attendance on their child's progress with a positive change in attendance as a result.</p>	<p>Formal monthly tracking would help to identify trends in poor attendance alongside reasons for absence. We need to be able to 'tell the story'.</p> <p>Letters to parents when attendance drops below 94%.</p>



<p>Pupils improve their speech and language skills.</p> <p>Pupils can interact more successfully in class.</p>	<p>Intervention programs are carried out under the guidance of specialist Wiltshire support.</p>	<p>£5,100</p>	<p>Staff lead to meet with Wiltshire team and carry out regular sessions with identified children which have a positive impact on children's progress and ability to participate in lessons.</p>	<p>Programs were completed with identified children and further steps identified.</p> <p>An improvement in children's confidence was observed by staff.</p>
<p>Other Approaches</p>				
<p>Desired outcome</p> <p>All PP children are engaged in all aspects of school life, accessing the same opportunities as non PP children to broaden their life experiences.</p>	<p>Chosen action/approach</p> <p>Subsidise residential and school trips.</p>	<p>Cost</p> <p>£3,239</p>	<p>Estimated impact</p> <p>Children gain a wider life experience without a monetary barrier.</p>	<p>Lessons Learnt/Actual Impact</p> <p>PP children were able to take part in the year 6 residential who would otherwise have missed out.</p> <p>Class trips were subsidised.</p> <p>During school closures due to the pandemic we provided parents with vouchers to</p>



				ensure they had support with food bills to replace FSM.
Children's needs, areas for support and areas where they make progress are tracked closely.	Supply cover for PP lead to monitor progress.	N/A	Timely interventions are put in place and staff are aware of the children's progress.	Needs further development due to lockdown. PP lead needs more feedback from SLT on PPM and targeted support.