# Pupil premium strategy statement – Larkhill Primary School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) and DfE’s [using pupil premium guidance](https://www.gov.uk/government/publications/pupil-premium), 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

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| Detail | Data |
| Number of pupils in school | 197 |
| Proportion (%) of pupil premium eligible pupils | 11% disadvantaged  88% service premium |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)** | 2023-2027 |
| Date this statement was published | Dec 24 |
| Date on which it will be reviewed | Sept 25 |
| Statement authorised by | Charlotte Harmer |
| Pupil premium lead | Charlotte Harmer |
| Governor / Trustee lead | Trevor Wood |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | Total: £87,600  Disadvantaged:  £23,280  Forces Pupil premium £64,320 |
| Recovery premium funding allocation this academic year  *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £0 |
| 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* | £21,900 for non- staffing costs.  Forces pupil premium element of staffing funding is used to carry additional staff to support pastoral needs |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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.

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| 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 across subjects. |
| 3 | Rapid mobility turn-around due to Forces, creating gaps in learning. |
| 4 | Closing the gap between PP and non-PP children (life experience- limited knowledge of the world). |
| 5 | Attendance and lateness of individuals. |
| 6 | Lack of stability on formative years and emotional impact of absent parents due to deployment. |
| 7 | High percentage of safeguarding issues, home related/rise of mental health issues in both children and the parents. |
| 8 | Parental engagement and ability to fund educational experiences. |

## 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.

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| Intended outcome | Success criteria |
| To ensure provision and tracking support good progress against starting points for SEND/PP children. | * 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 | * 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. | * 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. * Improved access to reading culture |
| Parental Engagement improves pupil’s attendance and progress | * 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 |
| Attendance of all pupils to meet National Average for disadvantaged children | * 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 |

## 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:**

RWI CPD and portal £1350

Accelerated reader CPD and subscription £1484

£100 voucher for all FSM pupil premium children = £2100

Funding of school trips for disadvantaged pupil premium - £2100

Outdoor education provision £11,706

Thrive subscription: £3160

Staffing interventions in maths and English 75% of total cost.

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 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.  **Action/approach**  Quality first teaching for all pupils – 100% of teaching is deemed good/ outstanding  Interventions for every year group to support the needs of the children based on their Provision Tracker  Pupils to have more opportunities to use feedback by teachers, written or oral, to improve attainment – first quality teaching  Parents to be provided with clear information on how to support their child at home and how their child is progressing in school. | 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.  <https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback> | 1,2,3,4 |
| Pupil Premium children are reaching age related expectations in maths, to at least meet floor targets of 65%  **Action/approach**  Tracking of maths ages through Sandwell and ‘Can Do’ assessments.  Booster sessions for year 6.  Higher ratio of adults in KS1.  Quality resources to improve teaching and learning. | 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.  Focused maths meets and timely interventions have a huge impact on the progress children are making.  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 1,2,3 |
| Pupil Premium children are reaching age related expectations in reading and writing to at least meet floor targets of 65%  **Action/approach**  Tracking of reading ages through **Accelerated Reader** and NGRT and spelling through Schonell alongside moderation of writing using Integra criteria.  Booster sessions for year 6.  Higher ratio of adults in KS1.  Further development of the new approach to teaching reading and writing across school with a higher emphasis on reading.  Provision of a high quality SSP (Phonics programme) to ensure that all disadvantaged pupils get a strong start in reading including CPD portal and subscription | 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.  Accelerated Reader has been proven to improve children’s reading by targeting their understanding and developing their comprehension skills.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2> | 1,2,3 |
| To provide staff with high quality professional development that impacts the quality of teaching and learning for all.  **Action/approach**  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 creating time and productive working relationships, the benefits include greater consistency in teaching and learning, greater willingness to share practices  <https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours> | 5, 8 |

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

Budgeted cost: £3000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Additional adult employed to hear children read daily.* | A large number of children are not heard read at least three times a week. An additional adult to effectively support reading on a one to one basis.  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 1 |
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £3960

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Voucher for parents to spend on uniform, music lessons, clubs or trips as required.*  *£2100total* |  | 21 |
| *Thrive training and subscription £ 3160* |  |  |
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**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| We know, through targeted support, robust monitoring of all staff and OFSTED, that teaching is of a high standard across the school. Teachers and TA’s used a range of targeted ‘catch up’ and ‘keep up’ interventions to support all children. Teachers increased the time that the lowest 20% spent working alongside them and lessons engaged all learners through quality first teaching and well deployed support staff.  All subject leaders continued to develop their curriculums, ensuring that they are sequenced well and focused on key learning to limit the cognitive loads of pupils. CPD was offered to all staff to support their subject knowledge and ability to plan for all children. There was increased evidence of timely ‘Keep up’ interventions being used, and the use of pre-teaching amongst our disadvantaged children leading to a positive impact on their engagement within lessons and during independent/group activities. Through our continually developing curriculum, the education received by all our pupils has continued to improve. Our assessments show that while not all disadvantaged children are attaining at the expected level for their age in KS2, in KS1 the gap is less marked. Summer 2023 (internal data) showed that out of our 20 disadvantaged pupils, 55% were ARE combined by the end of the year with 60% ARE for reading; 60% ARE for writing and 70% ARE for maths.  CPD on supporting SEN children, swift interventions and careful liaising with external bodies have ensured all while SEN children might not be reaching ARE, they have made progress against targets. This has been carefully monitored using provision maps. observations and book scrutiny.  We robustly monitored and challenged persistent absence to ensure all pupils were in school, we believe this is essential in ensuring we are educating and safeguarding our pupils and will focus on it again in this strategy. Our disadvantaged attendance was 94.61% compared with 95% for the whole school. |

## 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.*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
| As a school we are 97% military and therefore receive a significantly larger service premium than disadvantaged budget.  The budget has been used as follows:   1. To enable class sizes to be reduced where there is high emotional and/or learning need in order to support children emotionally and academically. 2. We have a high proportion of TA’s within school including two qualified thrive practitioners to support targeted learning in interventions as well as to support class teachers to effectively manage THRIVE within classrooms. 3. Playground resources for our Scrap Store to encourage more creative and social play amongst the children. Due to covid and higher than average mobility, this is an area our pupils struggle with. 4. Funding access to behaviour support for those children with additional needs. |
| **The impact of that spending on service pupil premium eligible pupils** |
| Incidents of poor or anti social behaviour during free times has been significantly reduced.  Learning behaviours in class have improved with children being better able to communicate their emotional needs. |

# Further information (optional)

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| *As a school, we have a large number of children who, were they not military, would fall under the disadvantaged bracket. For this reason, we use our service funding to support all children within the school where our disadvantaged premium budget is so low. This is through emotional support which in turn enables staff to deliver a quality curriculum to all pupils.* |