



Service Premium Strategy Statement 2021/22

Summary Information					
School	Larkhill Primary School				
Academic Year	2021/22	Total PP budget	Service- £59,830	Date of most recent PP Review	March 2021/June 2021
Total number of pupils	194	Number of pupils eligible for Service PP	180	Date for next internal review of this strategy	July 2022

Data Context - Academic Year 2020/2021

- Due to Covid-19, there has been no official published / national data.
- To support all pupils, including PP children, focus has been on KPIs for each year group (and how those KPIs have been established).
- KPIs have been monitored robustly internally.
- Through monitoring, both PP leads and class teachers know the needs of their PP pupils and have planned accordingly throughout the academic year 2020/21. Current assessments have then been used to inform this strategy document for the academic year 2021/22 ensuring the most seamless learning possible.
- This can be ratified via internal assessment systems.



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 %)
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. • 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.	<p>Parental Engagement improves pupil's attendance and progress. Attendance of all pupils to meet National Average for disadvantaged children</p>	<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% • Attendance of disadvantaged pupils to be in line with peers and national average for disadvantaged pupils
F	<p>To provide a Recovery Curriculum in order to address gaps and aid returning to school</p>	<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	2021-22
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?
<p>All Service 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>Quality first teaching for all pupils – 100% of teaching is deemed good/ outstanding</p> <p>TA support (including interventions) for every year 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>The difference between Pupil Premium and Non-Pupil Premium children is diminishing. However, there is still a gap in core subjects.</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</p>	<p>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 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>SLT and class teachers</p>	<p>Termly</p>



	Parents to be provided with clear information on how to support their child at home and how their child is progressing in school.	and make significant progress based on their relative starting points			
Service Premium children are reaching age related expectations in maths, to at least meet floor targets of 65%	<p>As above</p> <p>Tracking of maths ages through Sandwell and 'Can Do' assessments.</p> <p>Booster sessions for year 6.</p> <p>Higher ratio of adults in KS1</p> <p>Quality resources to improve teaching and learning.</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>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:</p> <p>Data</p> <p>Learning walks</p> <p>Observations</p> <p>Pupil books</p> <p>Parents</p> <p>Intervention notes</p>
Service Premium children are reaching age	As above	To enable PP children to make and evidence the same amount of	Evaluation and tracking of reading and spelling ages for those not reaching ARE.	Teaching staff	Three times a year at pupil progress



<p>related expectations in reading and writing to at least meet floor targets of 65%</p>	<p>Tracking of reading ages through Salford and spelling through Schonell alongside moderation of writing using Integra criteria.</p> <p>Booster sessions for year 6. Higher ratio of adults in KS1.</p> <p>Introduction of the new approach to teaching reading and writing across school.</p>	<p>progress as their peers and to reach their academic potential based on their starting points.</p>	<p>Pupil Progress meetings</p> <p>Tracking of PP children by class teachers.</p> <p>Pupil books.</p>	<p>CJ SLT/SENCO</p>	<p>meetings and data drops.</p> <p>Evidence: Data Learning walks Observations Pupil books Parents Intervention notes</p>
Total budgeted cost					£36,553
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?
<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>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 attainment by reducing anxieties and low self-esteem.</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>Children will be targeted on a need basis, reviewed each term.</p> <p>Before the first session begins for each intervention, SDQ's will be completed by 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>JB-learning mentor SS- learning mentor</p>	<p>After each 6 weekly intervention has been completed</p> <p>Pupil voice</p>



		<p>Group and 1:1 nurture interventions for targeted individuals seek</p> <p>This will be seen through:</p> <ul style="list-style-type: none"> Pupil voice Therapy sessions Parent voice Attainment data 	<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 of self-regulation strategies for behaviour and to make positive choices. Helping children to become more</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</p>	<p>THRIVE training modules for school staff (£500)</p> <p>THRIVE modelling by senior leaders.</p> <p>Observations and feedback.</p> <p>Pupil voice.</p> <p>Introduction of value-based curriculum and training.</p> <p>THRIVE assessments to be completed with regard to return to school after lockdown.</p>	<p>SLT</p>	<p>Termly through observations, pupil voice, feedback from sessions and parents.</p> <p>THRIVE assessments 3x per year as necessary.</p>



	independent in managing their emotions and reactions to events in school life.	outcomes where it was embraced by staff. Due to a large staff turn around this will need to be a further focus across school.			
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 in line or above national</p> <p>Children to reach ARE in reading and maths at the end of KS1 and KS2.</p>	<p>MC (KS1) CJ (KS2) CH</p>	Term 2,4 and 6.
Total budgeted cost				£ 17,046	



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?
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) CP	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	Equipment to be purchased to improve play opportunities.	Research by Edward Fisher found that play can enhance early	Whole school Scrapstore equipment and training.	Whole school approach.	Terms 3-6 (2020) Termly



same learning behaviours seen within school.		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.		Termly observations and discussions with staff and pupils.	
Total budgeted cost					£6,231

Monitoring Schedule					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Support staff in writing PPPPs to support pupils	Pupil Progress meetings and rewriting Pupil Progress Provision Plans	Review PPPPs Pupil Voice Book look to see progress	Pupil Progress meetings and rewriting Pupil Progress Provision Plans	Review PPPPs Pupil Voice Book look to see progress	Transition meetings and drafting PPPPs Pupil Progress meetings and



<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>Analysis of reading, maths and spelling ages</p> <p>Lesson drop ins</p> <p>Analysis of attendance</p>	<p>Analysis of attendance</p>	<p>Analysis of reading, maths and spelling ages</p> <p>Lesson drop ins</p> <p>Analysis of attendance</p>	<p>Analysis of attendance</p>	<p>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>
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5. Review of expenditure

Previous Academic Year **2020/21**

Quality of Teaching for All

Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
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<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>Quality first teaching for all pupils – 100% of teaching is deemed good/ outstanding</p> <p>TA support (including interventions) for every year 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>Teaching will be appropriately set to meet the needs of the children in order that they make good/outstanding progress.</p> <p>Class teachers are able to deliver interventions which are targeted to enable children who are behind to close the gap- daily 5, maths meets, targeted reading, writing/phonics groups.</p> <p>Questioning techniques by staff and pace of learning enable progress and children are clear on their next steps. Instant marking and targeted support where needed.</p>	<p>Good/outstanding lesson observations across school. Staff are planning and teaching lessons inline with the agreed structure. Questioning techniques are developing and more pupil voice can be heard in lessons.</p> <p>Timetables and learning walks identify interventions are taking place.</p> <p>Pre-teach in science reflects improved learning.</p>
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			<p>Parents can support learning and vocabulary through pre-teach work (science) and topic organisers (history/geography). Purple Mash/face to face and emails keep parents informed.</p>	
<p>Pupil Premium children are reaching age related expectations in reading, writing and 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>Tracking of reading ages through NFER and spelling through schonell.</p> <p>Booster sessions for year 6.</p>		<p>PP children are inline with their peers and where they are further behind (SEND) they are making good progress.</p> <p>Evidence of progress for SEND children with clear steps for how to support learning further.</p> <p>Children are accessing the curriculum at an</p>	<p>FSM/Summer born/Non-service are currently those behind their peers as of spring term data. This equates to 8/19 children.</p> <p>Sandwell/NFER/Schonell show upwards of 6 months progress.</p>



	Quality resources to improve teaching and learning.		appropriate level with supportive resources.	<p>Greater in maths than English.</p> <p>Good quality texts to support writing and develop love of reading.</p> <p>Each child now has an individual maths packs to support with calculation which they can take home should they need to isolate.</p>
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.		All staff are planning and teaching through a structured approach, agreed by TWHF. Children are having consistency in their learning.	Sharing of expertise, planning support means quality teaching consistent across the school.



	English Maths Computing Foundation curriculum/topic		Improved quality of teaching and learning to ensure good/outstanding lessons. Sharing of professional development.	All staff are working within TWHF teams to develop their subject within school.
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.		Teaching is building on a secure foundation and children are able to be at ARE by the end of the year.	Staff confidence in addressing gaps means children are... (waiting for latest data drop to confirm).
Targeted Support				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
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.		Early identification of needs alongside support in planning the most appropriate interventions.	Targeted support identified so gaps could be filled quickly. Deployment of staff to classes with the most



	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.			<p>need meant interventions could support learning.</p> <p>Outside agencies and support sought for those in need.</p>
<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>	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 attainment by reducing anxieties and low self-esteem.		<p>Emotional barriers are addressed and supported to minimize impact on learning.</p> <p>Fewer incidences of emotional outbursts which affect the stability of the class and learning.</p>	<p>Fewer incidences of emotional barriers to learning and where these do occur, they are quickly addressed so less impact on learning.</p> <p>Children can talk the language of emotional intelligence and can be seen to apply self help</p>



				strategies for themselves and others.
Children's emotional needs are better supported so they make good progress in lessons.	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.		Staff are confident in managing challenging behavior and de-escalating potential threats to safety and learning.	Fewer incidences of challenging behavior and where these do occur, they have minimal impact on learning as quickly managed.
Pupils with below expected levels of speech and language are supported to close the gap and enable	Intervention through specialist support from Wiltshire Council.		Children's communication skills are not acting as a barrier to learning.	Continuous alongside active learning to further develop



<p>them to access the curriculum.</p> <p>Pupils can interact more successfully in class</p>	<p>Staff member to carry out intervention programs across school.</p>			<p>communication and language skills.</p>
<p>Diminish the gap between vulnerable learners and other pupils. Increased expected and good levels of progress achieved.</p>	<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>		<p>Children are making accelerated progress in the areas identified.</p>	<p>Sandwell/NFER/Schonell show upwards of 6 months progress. Greater in maths than English.</p>
Other Approaches				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact



<p>Decrease lateness in Pupil Premium children for attendance % to be broadly in line with national figures</p>	<p>Attendance officer to monitor lateness and absenteeism on a 4 weekly basis and 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>Attendance in all year groups is above 96%.</p> <p>Individual families/children are supported in improving attendance.</p> <p>Low attendance is picked up and addressed quickly to minimize impact on learning.</p>	<p>Whole school-97.29%</p> <p>Attendance has greatly improved in line with National figures. Where below, this is due to a child needing to isolate.</p>
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Support for extracurricular activities/ enrichment and rewards	Subsidising costs of school trips and experiences in school to ensure opportunities to develop life experiences are not missed.		All children have access to extra curricular activities.	No trips this academic year and need to look at how we can further support with music provision for next academic year. All children have had access to outdoor learning over the year.
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.		Develop a love of reading. Improve reading levels for all PP children.	No book fair but money has gone towards supporting quality texts in class.
All children to have the opportunity to learn through drama/ active learning and for it to impact curriculum and confidence.	Two teachers to receive training on including drama/active learning in the curriculum and communicate information to staff.		Improvements in communication and confidence when articulating ideas which will drip through to writing.	Staff are more confident in how to develop communication with their class. All staff worked with Marnie



	Drama/active learning to be embedded within the writing curriculum.			<p>Forbes-Eldridge (artist practitioner).</p> <p>Links now being made with questioning and NC objectives for each year group, assessment of children in SP&L and monitoring for next academic year.</p> <p>All children participated in Arts Award.</p>
For playtimes to promote and encourage the same learning behaviours seen within school.	Equipment to be purchased to improve play opportunities.		Reduced number of playtime incidents due to 'boredom'.	Trim trail and playpod have given children more opportunities to develop social skills which in turn has significantly reduced



				negative playtime incidents.
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