

# Larks Hill 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	Larks Hill Junior and Infant School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2022
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Ian Shuttleworth
Pupil premium lead	Sarah Annable
Governor / Trustee lead	Anthony Dee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,800
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19,800

# Part A: Pupil premium strategy plan

## Statement of intent

- **How does your current pupil premium strategy plan work towards achieving those objectives?**

At Larks Hill, we strive to ensure that all children are provided with every opportunity to be successful learners, regardless of any barriers they may face. This attitude and approach is very much aligned with the Trust Core Values – ‘Excellence as Standard’ and ‘Achievement without Excuses.’ When planning for and making decisions about the Pupil Premium funding, it is very important to consider the context and challenges associated with the school and then reference the Education Endowment Fund.

Barriers to learning which can impact on the disadvantaged pupils include: less supportive parents, increased behaviour incidents, attendance and punctuality issues, lack of confidence and the need for more external agency involvement. The challenges are varied, so as a school we strive to ensure of Pupil Premium strategy remains flexible and can be applied to meet the needs of all the children in school. Our ultimate aim is to encourage all children to be the very best versions of themselves, so they have every opportunity to achieve their potential inside and outside of school and when they enter the next phase of their learning journey.

- **What are the key principles of your strategy plan?**

At Larks Hill we will strive to ensure that:

- Teaching and learning opportunities meet the needs of all the pupils so that they achieve well and meet expected outcomes.
- We will aim to link the main aims of the Pupil Premium Plan to the whole school improvement plan for 2021/22.
- Appropriate provision and resources are made available for pupils who belong to vulnerable groups, so that barriers are removed to allow a secure and successful learning environment.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- The need of pupils may develop or change over the year. As a result of this, we need to be prepared to adjust our approach accordingly, to meet the needs of the children. This maybe to support families who are newly registered as high need.
- Our plan provides an effective allocation of funding so that disadvantaged pupils receive enriched, broad and exciting experiences that enhance the curriculum and develop pupils’ cultural capital.

## Challenges

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

Challenge number	Detail of challenge
1	The attendance of disadvantaged children is generally lower than that of non-disadvantaged children and persistent absence of disadvantaged children is higher than that of non-disadvantaged pupils.
2	Disadvantaged pupils not making the same amount of progress as non-disadvantaged pupils
3	The self-esteem and resilience of disadvantaged pupils is lower than that demonstrated by non-disadvantaged children.
4	Lower outcomes at the end of each key stage, particularly those achieving the greater depth standard.

## 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
The attendance of PP children is in line with and ideally above national average, in line with school target for all children.	By summer 2022 attendance of disadvantaged children has increased to 96% or above and PA for this group of children is below 8%.
The development of early reading and writing at the point of entry into school and throughout KS1.	By summer 2022 children to have closed the gap in terms of GLD and phonics screening outcomes. Intervention trackers demonstrate progress has been made from this group of learners. Access to a greater degree of reading and writing resources – RWI.
Disadvantaged pupils are demonstrating an increased degree of resilience and determination towards all aspects of their learning.	Pupil engagement with their lessons increases and the number of behavioural incidents will have decreased. Teacher reports suggest an improved attitude towards their learning. The data from the Behaviour and Safety Report reflects improved outcomes.
Improvement in reading, writing and maths outcomes for non-disadvantaged pupils.	By summer 2022, the disadvantaged children have closed the gap and a greater proportion of these children achieve ARE or above when compared with the 2019 data.

## 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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWI Early Writing Development (£2000)</p>	<p>To improve writing outcomes for all year groups. This will include professional development, instructional coaching and teacher release time working with external expertise from our English hub. There will be a sharp focus on supporting early career teachers here, complimenting the ECF</p> <p>Outcomes for disadvantaged pupils in writing throughout school is lower than that for reading and maths. This is due to the language rich environment that is not in place. The implementation of a whole school approach to writing with clear staff support and CPD will continue to improve outcomes for all learners.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>2 &amp; 4</p>
<p>Purchasing additional RWI phonics resources to support EYFS/KS1 early reading development (£1,500)</p>	<p>Ensuring consistency of teaching of early reading and phonics and purchase of additional reading books (decodable) matching to developing phonic knowledge and the RWI programme.</p> <p>This will include professional development, instructional coaching and teacher release time working with external expertise from our English hub – Jerry Clay Lane. There will be a sharp focus on supporting early career teachers here, complimenting the ECF.</p> <p>Embed the use of the reading initiative RWI in EYFS and KS1 to ensure barriers to reading are addressed.</p> <p>Children entering school with limited phonics knowledge and awareness to due time spent away from EYFS and school settings as a result of the Covid pandemic.</p> <p>Lower KS2 has a 53% which is considerably higher than other key stages. Within this key stage there is also a high number of social deprivation and families with additional services involvement. As a direct result of this children are unlikely to have the breadth of vocabulary required on entry to KS2. This programme is designed as an intervention to support this.</p>	<p>2 &amp; 4</p>

	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p> <p><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p>	
<p>NFER Assessment Materials (£500)</p>	<p>Standardised diagnostic assessments to identify individual pupil need for both teaching and learning and academic intervention.</p> <p>To improve systems, expectations and practice in classrooms so that pupils are given the best chance possible of accelerating their learning.</p> <p>The development of the coaching model and projects taken as part of the NPQ programmes will support staff in ensuring that provision in the classroom meets the needs of all pupils.</p> <p>As part of the assessment cycle using the NFER assessment packages this will ensure that progress is measured and intervention is implemented and pitched at the correct stage to ensure accelerated progress. NFER tests will support teacher assessment and inform pupil progress meetings – informing discussion about the progress and achievement of our disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/developing-whole-school-assessment/diagnostic-assessment/">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/developing-whole-school-assessment/diagnostic-assessment/</a></p>	2 & 4
<p>B Squared Subscriptions (£1000)</p>	<p>To ensure that provision for those with SEND and the bottom 20% effectively meets individual needs and progress in reading, writing and maths is made.</p> <p>Research shows that the impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage: 27% of pupils with special educational needs are eligible for free school meals compared to 12% of pupils without special educational needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/send-review">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/send-review</a></p>	2 & 4

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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>National Tutoring Programme – Connex Education and LSA Targeted Interventions (£2000)</p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Short, regular sessions over a set period of time appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>In some cases, one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective.</p> <p>Programmes involving teaching assistants can have a valuable impact, but may be less effective than those using experienced and specifically trained teachers. Where tuition is delivered by volunteers or teaching assistants there is evidence that training and the use of a structured programme is advisable.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>2 &amp; 4</p>
<p>LSA ELSA training (£500)</p>	<p>A proportion of the children on the Pupil Premium Register require some degree of SEMH support to help them access the curriculum and wider aspects of school life.</p> <p>In order to implement this effectively across school to support all children additional capacity and is required.</p> <p>Training to become thrive practitioners for the Learning Mentors in school adds capacity to the Inclusion team in order to support children with SEMH barriers to learning.</p> <p><a href="https://www.thriveapproach.com/">https://www.thriveapproach.com/</a></p>	<p>3</p>
<p>Early morning Booster sessions that target those children who meet the disadvantaged criteria. (£1000)</p>	<p>Small group / 1.1 intervention with LSA/Teacher for disadvantaged children not making expected progress in reading, writing and maths across school from EYFS to Year 6.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>1-4</p>

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

Budgeted cost: £8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve self-esteem &amp; resilience through:</p> <ul style="list-style-type: none"> <li>• Growth mind-set/PSHE Curriculum/Mindfulness</li> <li>• Provision of uniform</li> <li>• Provision of a selection of reading challenge books</li> <li>• Targeted provision of peripatetic music lessons, music books &amp; instrument</li> <li>• Y5/6 access to iheart programme (delivered by UPS teacher)</li> <li>• Referral to external agencies for support (where necessary)</li> <li>• Educational visits</li> <li>• After-school Clubs</li> <li>• Structured Play</li> <li>• Targeted Breakfast Club offer – with a focus on improved school attendance, homework support and additional reading &amp; maths sessions</li> <li>• Additional parental support – with a focus on home learning strategies</li> <li>• Provision of milk</li> </ul> <p>(£7000)</p>	<p>EEF research indicates high impact for low cost +7 months.</p> <p>EEF research indicates moderate impact for moderate cost + 4 months.</p> <p>EEF research indicates moderate impact for moderate cost + 4 months.</p> <p>EEF research indicates moderate impact for moderate cost + 3 months.</p>	<p>3</p>
<p>To improve attendance by:</p> <ul style="list-style-type: none"> <li>• Provision of Breakfast Club (included in costing above)</li> <li>• Use of attendance incentives, e.g. rewards, certificates, house points</li> <li>• Parental communication/support</li> </ul> <p>(£1500)</p>	<p>DfE 2016 published a report on the link between absence and attainment in Key Stage (KS) 2 and KS4.</p> <p>...in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2.</p>	<p>1</p>

**Total budgeted cost: £17,000**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

#### **PP Attendance**

2019-2020 (up to lockdown) PP Attendance 95.6%, compared to 97.7% for all children = 2.1% negative gap (note: the attendance of 7/11 children = above national).

2020-2021 PP Attendance 96.3%, compared to 98.2% for all children = 1.9% negative gap, however an improvement on previous year PP attendance by 1.6%

#### **PP Persistent Absence**

2019-2020 (up to lockdown) PP Persistent Absence 8.3%, compared to 0.9% for all children = 7.4% negative gap (note: this was due to the absence of 1/11 children).

2020-2021 PP Persistent Absence 7.7%, compared to 1.9% for all children = 5.8% negative gap, however an improvement on previous year PP Persistent Absence by 0.6% (note: this was due to the absence of 1/13 children).

#### **KS1 Outcomes**

2019-2020 Combined PP ARE 50%

2020-2021 Combined PP ARE 33%

#### **KS2 Outcomes**

2019-2020 Combined PP ARE 0% (one child)

2020-2021 Combined PP ARE 100% (one child – achieved GD)

#### **Recorded Behavioural Incidents**

2018-2019 (most recent comparable year when all children were in school – periods of lockdown in 2019-2020) PP Incidents = 37

2020-2021 PP Incidents = 1



## 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