

Larks Hill Pupil premium strategy statement

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

Detail	Data
School name	Larks Hill Junior and Infant School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	5.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mrs K Adams
Pupil premium lead	Mrs K Adams
Governor / Trustee lead	Mr Anthony Dee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2023/24	£13,095.01
Recovery premium funding allocation this academic year	£1740
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£14,835.01

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

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.’

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

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 our 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 2023-24.
- 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 may be 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 attainment 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
To improve and sustain improvement of overall attendance of PP children including those who have persistence absence	By summer 2024, attendance of disadvantaged children has increased to 98% or above and PA for this group of children is below 3%.
To close the gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths across school	By summer 2024 the gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths across school has closed Disadvantaged pupils in all year groups across school are attaining age related expectations or better
To improve the mental health and well-being of all children in school, especially our most disadvantaged pupils	Pupils can talk about their feelings and emotions and they have strategies to cope with anxiety and worry Pupils have strong friendships and can build relationships with others Pupils have raised self-esteem and improved academic attainment Pupils have experienced new things to support cultural capital

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: £5,100.01

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Accelerated Reader</i> (£3,500.01)</p>	<p>With Accelerated Reader, a student reads a book, takes an online quiz, and gets immediate feedback. Students respond to regular feedback and are motivated to make progress with their reading skills. It forms a complete reading practice and assessment solution for students of all ages and abilities.</p> <p>All staff will be trained to deliver the programme.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p>	<p>2,3,4</p>
<p><i>WellComm - EYFS resources.</i> (£900)</p>	<p>WellComm is a programme designed to assess the communication skills of young children. From the assessments, the package contains direct intervention work to be completed with individual or small groups of children to develop communication and language skills.</p> <p>All EYFS practitioners will be trained in the use of the programme.</p>	<p>2,3,4</p>
<p><i>Sumdog (£700)</i> <i>And TT</i> <i>Rockstars</i></p>	<p>Ensuring consistency of teaching of maths and purchase of additional online resources to support the teaching of maths across school.</p> <p>Children entering KS2 who have not reached the expected standard in maths. Sumdog and TT Rockstars are both child friendly applications that can support and enhance children's learning of basic maths skills at every level of learning.</p>	<p>2,3,4</p>

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

Budgeted cost: £5735

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>B Squared</i> (£235.00)</p> <p><i>3rd Space</i> (£3000)</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>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/send-review</p>	2,3,4
<p><i>Early morning and after school booster sessions</i> (£500)</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1,2,3,4
<p><i>Resources</i> (£2,000)</p>	<p>To ensure that pupils who require additional support with emotional health and wellbeing have access to qualified ELSA practitioner.</p> <p>Intervention materials and sessions ran by LSA for SEMH.</p>	1,2,3,4

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>After School Clubs, (£1,000)</i>	<p>Access to after school clubs giving those that are disadvantaged a priority</p> <p>To support the implementation of the '50 things at Larks Hill School' across the curriculum to ensure that all pupils have access to a wider experience</p> <p>To provide financial support for disadvantaged pupils in the '50 things to experience at Larks Hill'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	3
<i>Breakfast Club (£500)</i>	<p>To ensure that attendance of those that are disadvantaged does not fall below national and to reduce those that are at PA</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	1,3
<i>Milk (£300)</i>	<p>To provide our most disadvantaged with daily nutrition</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	2,4
<i>Uniform allowance (£500)</i>	<p>To ensure that those that are disadvantaged have access to a full school uniform</p>	3
<p><i>Lunch time staff support with structure play / equipment (£1000)</i></p> <p><i>Rewards (£700)</i></p>	<p>Behaviour across good at all points of the day including break and lunch times.</p> <p>Support those most disadvantaged to build friendships and build relationships</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Rewards linked to 100% attendance and improved attendance.</p>	3

	strategies are in place and targeted training and support for non-teaching staff is embedded.	
<i>Music Tuition</i> (£3,000)	Access to music services a priority for those that are disadvantaged	3

Total budgeted cost: £14,935.01

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year

Key Stage One 2022/23 expected

<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged
86%	100%	83%	100%	90%	100%

Key Stage Two 2022/23 expected

<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
Non Disadvantaged	No disadvantaged Pupils at Year 6	Non Disadvantaged	No disadvantaged Pupils at Year 6	Non Disadvantaged	No disadvantaged Pupils at Year 6
97%		93%		93%	

Phonics

<u>2021/2022</u>		<u>2022/2023</u>	
Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged
96%	100%	100%	100%

Attendance

<u>2022/2021</u>		<u>2021/2022</u>		<u>2022/2023</u>	
Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged
Attendance – 97.8%	Attendance – 96.3%	Attendance – 96.2%	Attendance – 95%	Attendance – 97.4%	Attendance – 95.4%