

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	202
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2028
Statement authorised by	Mr J Parkinson
Pupil premium lead	Mr J Parkinson
Governor / Trustee lead	Mr Anthony Dee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025/26	£19,695
Recovery premium funding allocation this academic year	£0
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>	£19,695

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. Though Larks Hill serves primarily an affluent community, the school still manages some deprived areas, who do not live in the locality.

For all pupils, the mantra is still the same – we want every child to be their best. Our 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: inability to pay for trips, experiences and uniform, attendance and punctuality issues, lack of confidence/increase in mental health 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:

- The Quality of Education meets the needs of all the pupils so that they achieve well, meet/exceed expected outcomes and experience a wide range of opportunities beyond the curriculum.
- We will aim to link the main aims of the Pupil Premium Plan to the whole school improvement plan for 2025-26.
- 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 2026, attendance of disadvantaged children has increased to being above national comparison for similar group pupils and PA for this group of children is equally below the national comparison.
To close the gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths across school	By summer 2026 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Accelerated Reader</i>	<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 are trained to deliver the programme. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p>	2,3,4
<i>Progress Teaching</i>	Progress Teaching is a software that helps schools and trusts develop and support teaching quality leading to strong outcomes for all pupils.	2,4
<i>Testbase</i>	Test base is an easy-to-use assessment and test preparation tool for the whole school. It prepares pupils for end of year assessments offering varying levels of difficulty to find questions that suit different needs and abilities.	2,3,4
<i>TT Rockstars</i>	<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. TT Rockstars is child friendly and can support and enhance children's learning of basic multiplication skills at every level of learning.</p>	2,3,4
<i>Lyfta</i>	Lyfta is an online platform which enhances the entire primary curriculum by elevating children's understanding of values and deepening engagement with global topics. Lyfta takes pupils to places around the world beyond the classroom.	2,3,4

<i>Staff Training</i>	<p>Mental Health Lead Training – This training will equip the staff member with the knowledge, strategies, and tools required to effectively assume the role of Senior Mental Health Leads in school. It aligns with the government's increased focus on mental health and wellbeing in schools, emphasising the development of a whole-school approach to mental health.</p> <p>Elsa Training – Support staff training to support pupils with social and emotional learning.</p>	3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>B Squared</i>	<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
<i>Provision Mapping</i>	<p>Provision mapping is a software used to create accurate and detailed SEND documents that meet the needs of all pupils and support practitioners who receive support from external agencies.</p> <p>Out of our 18 disadvantaged pupils, nearly 75% of the pupils are also SEND and using this software will provide sharp plans to support the progress of each child.</p>	2,3,4
<i>Early morning and after school booster sessions</i>	<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
<i>Nessy</i>	<p>An interactive learning programme for reading, spelling and phonics</p>	2,3,4

<i>Resources</i>	<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
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>After School Clubs and experiences</i>	<p>Access to after school clubs and experiences 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>	1,3
<i>Uniform allowance</i>	To ensure that those that are disadvantaged have access to a full school uniform	1,3
<i>Pupil Rewards</i>	<p>Equipment for lunchtime and playtime to support those most disadvantaged to build friendships and maintain 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>	1,3
<i>Music Tuition</i>	Access to music services a priority for those that are disadvantaged	1,3

Total budgeted cost: £19,695

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 2025 academic year

Early Years expected

<u>GLD 2025</u>			
All pupils	All pupils	Disadvantaged	Disadvantaged
Larks Hill	National	Larks Hill	National
85%	67%	20%	TBC

Key Stage Two 2024/25 expected

<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged
	100%		75%		75%

Phonics

	Larks Hill	National
All pupils	97%	80%
Disadvantaged	50%	67%

Attendance

2022/2023		2023/2024		2024/2025	
Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged
Attendance – 97.4%	Attendance – 95.4%	Attendance 97.1%	Attendance 94.6%	Attendance 97.7%	Attendance 96.3%