



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Larkfield Primary
Number of pupils in school	279
Proportion (%) of pupil premium eligible pupils	22.5% (63)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 24
Date this statement was updated	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Julian Ward Headteacher
Pupil premium lead	Jan Flynn Pupil Premium Lead
Governor lead	Andy Pratt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,051
Recovery premium funding allocation this academic year	£ 3,988
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£91,139

Part A: Pupil premium strategy plan

Statement of intent

At Larkfield, our mission is:

‘For all our children to enjoy successful learning in a safe and happy environment’

We are committed to ensuring that teaching and learning opportunities meet the needs of all pupils and allow them to make progress and achieve to the best of their ability.

Nationally, pupils classed as disadvantaged achieve academic outcomes which are lower than their non - disadvantaged peers. It is our aim to support disadvantaged children, having ambition for all including those who are already high attaining pupils, to make good progress across all subject areas.

We aim to, year on year, reduce the gaps between the outcomes for our disadvantaged children and those who are not, in terms of both their academic achievements and their social and emotional development.

In order to support this endeavour, we are also looking to improve attendance, family support and engagement whilst further developing the skills of the staff and the children; extending opportunities for all children to take part in shared experiences.

For all our children, we are determined to lower levels of anxiety, increase self-awareness of emotions and improve self-esteem and resilience.

Our strategy will be regularly monitored and reviewed termly and be closely linked to other school plans including the School Improvement Plan.

The impact of the strategy is evaluated by frequent formative and summative assessment and we respond promptly to any emerging needs and adopt a whole school approach in which all staff take responsibility for the outcomes of all children who are disadvantaged.

Challenges

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

Challenge number	Detail of challenge												
1	Low attainment and slow progress rates made by some disadvantaged children. The children have gaps and misconceptions and often find it difficult to retain /recall prior knowledge. Many children have significant communication problems and difficulty in expressing themselves and in understanding others - these are evidenced by baseline assessments in Reception children as well as other specific assessments completed by teachers through Key Stage One and Two classes.												
2	Post pandemic gaps in learning and effects on pupil well - being. Assessment data across the curriculum and the outcomes of teacher administered standard assessment tests in core curriculum subjects show that children are falling further behind age-related expectations for their class.												
3	Pupils and their families with social and emotional difficulties, including medical and mental health issues. Currently 50% of our children and families in receipt of Early Help or similar are also disadvantaged. 10% of disadvantaged children are in receipt of an Early Help plan or similar.												
4	Pupils with limited experiences beyond their home life and immediate community. They do not take part in trips or visits outside school that enable them to develop a wider general knowledge and wider use of language and vocabulary. This is evidenced by professional judgements and reflected in learning outcomes across the curriculum.												
5	Attendance and punctuality: our overall attendance data for 2020-21 was lower than usual due to the impact of the Covid-19 pandemic. The attendance of disadvantaged children was 3% (90.96%) lower than for non-disadvantaged children. Although we have seen slight improvement in this data, attendance and punctuality remains a strong focus within school.												
	<table border="1"> <thead> <tr> <th>Attendance</th> <th>2020-21</th> <th>2021 - 22</th> </tr> </thead> <tbody> <tr> <td>All Children</td> <td>93.9%</td> <td>93.5%</td> </tr> <tr> <td>Disadvantaged</td> <td>91.0%</td> <td>91.8%</td> </tr> <tr> <td>SEN</td> <td>86.6%</td> <td>90.6%</td> </tr> </tbody> </table>	Attendance	2020-21	2021 - 22	All Children	93.9%	93.5%	Disadvantaged	91.0%	91.8%	SEN	86.6%	90.6%
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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
<p>1. Improve outcomes for disadvantaged pupils in Reading, Writing and Maths with improved progress from starting points to ensure the gap has narrowed between disadvantaged and non-disadvantaged pupils.</p> <p>To ensure that children who have fallen behind receive targeted high quality intervention monitored by the Pupil Premium lead</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> Evidence of disadvantaged children in line or better than national data (attainment & progress) Internal tracking data (eg NTS, Accelerated Reader) and National Test Outcomes show the gap between disadvantaged and non-disadvantaged being narrowed in terms of improved attainment of disadvantaged children and/or accelerated progress. Lowest 20% of pupils achieving improved outcomes from their starting points. Year 1 phonics outcomes in 2024/25 show that more disadvantaged pupils consistently pass the phonics screening and that those that do not make accelerated progress to meet the expected standard by the end of Year 2 Y4 Multiplication test data to show disadvantaged children achieving in line or better than national data <p>Analysis of intervention outcomes will show that interventions have had a positive impact on the disadvantaged children’s learning and have helped in accelerating their progress.</p>
<p>2. Pupils have increased opportunity to practice Basic Skills to close gaps in learning.</p>	<p>Improved access to technology eg chrome books, iPads, use of online teaching and practice programmes ie IDL, TTRS, Bedrock, Freckle Maths</p> <p>1:1 Reading support to support improvement in children’s Reading Age</p> <p>Identified pupils working with specialist teachers who plan specific intervention lessons to close gaps in learning.</p>

<p>3. Pupils and families with identified social or emotional health needs are well supported by school staff or outside agencies so that the impact on learning outcomes is reduced.</p> <p>Improved social, emotional skills and wellbeing for all pupils and particularly for our disadvantaged children. This will be measured by pupil questionnaire, staff observations and learning walks.</p>	<p>Pastoral Lead / SENco and Head Teacher identify and support families and children to alleviate barriers to learning</p> <p>Access to Clinical Psychotherapist dependent on need</p> <p>Pupil /parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible</p> <p>Improved and sustained levels of wellbeing in 2024/25 evidenced by: Qualitative data from SDQ questionnaires and teacher observations.</p>
<p>4. Pupils enjoy a breadth of experiences that enable them to contextualise their learning. School will deliver an engaging, broad and varied curriculum with planned trips and extra - curricular activities available to all.</p>	<p>Children will experience a wide range of social, cultural, enrichment activities within and sometimes outside the school day eg</p> <p>Children in Years 5/6 access Junior Duke award (possible extension Y3-Y6 September 2023)</p> <p>Identified children invited to after school and lunch time sports clubs, Relax Kids and Games club</p> <p>Identified children invited to weekly drop in sessions with Pastoral Lead.</p> <p>Pupils' engagement in wider curriculum subjects is in line with non - disadvantaged pupils and cultural capital is developed, improved and sustained</p> <p>Disadvantaged children enabled to access Y6 residential visit.</p>
<p>5. Improve attendance and punctuality of disadvantaged children</p>	<p>Sustained improved attendance from 2024/5 demonstrated by:</p> <ul style="list-style-type: none"> Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%) The gap between disadvantaged and non-disadvantaged absences has reduced.

	<ul style="list-style-type: none">• The rate of overall absence will be in the lowest 20% of schools with similar level of deprivation.• The percentage of <i>all</i> pupils who are persistently absent to be below 10% a reduction of 14% on December 2022 data
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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: £18,741

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of funds for Maths (White Rose Premium Resources) to ensure Quality First Teaching with effective feedback in all classes everyday.	EEF +6	1,2
Sounds Write Phonics Training KS2 staff (CPD) Full course [2 staff]	EEF +5	1,2
Subscription to Star Reading/ Accelerated Reader /Bedrock	EEF +6	1,2
NELI Training 5 KS1 staff (CPD)	EEF +6	1,2,3
Subscription to Star Maths / TTRS (Collaborative Learning Approaches)	EEF +5	1,2
ASD / ADHD provision and environment audit and support by external consultant	EEF +7	1,2,3
Autism Training for all staff (CPD)	EEF+4	1,2,3
Subscription to IDL	EEF +4	1,2,
Mastering Number Training (3 FS/KS1 staff) Purchase of Rekenreks	EEF +5	

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

Budgeted cost: £36,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding two experienced teachers to work across the school providing interventions to ensure children have achieved learning objectives previously taught [school-led tutoring]	EEF +4	1,2
Academic Mentor Support (One to One Tuition Reading and Maths)	EEF +5	1,2
1:1 Reading sessions with targeted children	EEF+5	1,2
Teaching Assistant in class for additional support (TA interventions)	EEF +4	1,2

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

Budgeted cost: £23,843

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Lead [DHT] Behaviour Policy in place and followed by all staff Developing individual behaviour plans when needed	EEF+4	2,3
Pastoral Lead in role Use of SDQ materials to determine intervention need Intervention dependent on needs of child	EEF +4 EEF +2 EEF +4	2,3 2,3 2,3

Drawing and Talking Intervention	EEF+4	2,3
Clinical Psychotherapist Support dependent on needs of child/family	EEF +7	2,3
Increase in wider choice of after school activities (Junior Duke)	EEF +3	2,3,4
Listening Lunch / Games Club	EEF +4	2,3
Breakfast Club if required to ensure attendance/punctuality		1,2,5
Train pupil mental health champions and pupil mental health first aiders (SMHST)	EEF +4 EEF +7	2,3
ELSA Training for a TA (Emotional Literacy Support Assistant)	EEF+4	2,3
Support for Y6 disadvantaged to access Y6 residential.	EEF+ 5 EEF +1	3,4

Total budgeted cost: £79,494

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 2021 to 2022 academic year.

Internal assessments completed in September 2021 showed that the performance of all children was, at the start of the academic year, significantly lower due to the impact of the Covid-19 pandemic than the previous year. Unfortunately, the ongoing pandemic continued to impact on teaching and learning throughout the academic year 2021- 2022, however, all children made good progress from their relative starting points during the course of the year.

Outcomes of National Assessments, which were re-introduced during 2021-22, were as follows:

Key Stage 2

	School EXS	Nat EXS	School EXS Dis	Nat EXS Dis
Reading	77%	74%	75%	62%
Writing	62%	69%	58%	55%
Maths	64%	71%	58%	56%
RWM combined	51%	43%%	42%	43%

Key Stage 1

	School EXS	Nat EXS	School EXS Dis	Nat EXS Dis
Reading	63%	67%	40%	51%
Writing	54%	58%	30%	41%
Maths	63%	68%	50%	52%
RWM combined	49%	Not available	30%	Not available

Year 1 Phonics Screening Check

School EXS Standard	National EXS Standard	School EXS Standard Disadvantaged	National EXS Standard Disadvantaged
77%	75%	25%	62%

Foundation Stage

School Good Level of Development	National Good Level of Development	School Good Level of Development Disadvantaged	National Good Level of Development Disadvantaged (Known eligible FSM)
64%	65%	29%	49.1%

Due to the ongoing impact of the Covid-19 pandemic, overall absence in 2021/22 remained high at 6.5%. The target to improve attendance over the year was not possible due to the ongoing impact of the pandemic and significant amount of absence linked to this. Furthermore, absence among disadvantaged pupils remained slightly higher than for non-disadvantaged children (2% higher overall).

It is anticipated that there will be a significant upward trend in attendance during the coming academic years as the influence of the pandemic recedes. Targeted support for disadvantaged children will be maintained during the new academic year as part of our ongoing strategy to improve attendance for those families who need additional support.

Observations in school indicate that pupil wellbeing and mental health were significantly affected in the year 2021-2022 as was the case in the previous year. These remained particularly so for disadvantaged children with the numbers of disadvantaged children and families requiring additional support much higher than those who are non-disadvantaged (currently 10% of disadvantaged children are in receipt of early help or similar).

During the year, it was possible to provide a significant number of individual interventions to ensure a comprehensive programme of support was promptly available for those children that needed additional support. This is an area which we will continue to focus on as the demand for services to support wellbeing remains high.

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
Sounds Write Phonics Programme	Sounds Write
Purple Mash	2Simple
Times Tables Rockstars	Maths Circle
IDL (Literacy and Maths)	IDLS Group
Accelerated Reader	Renaissance
Freckle Maths	Renaissance
Bedrock	Bedrock Learning
White Rose Mathematics	Trinity MAT
Literacy Shed	Ed Shed
Easyread	DM Education

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<i>2 SEN children 1:1 TA support and resources</i>
What was the impact of that spending on service pupil premium eligible pupils?	<i>Able to access parts of FS curriculum</i>