



Larkfield Primary School

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	Larkfield Primary
Number of pupils in school	288
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Julian Ward Headteacher
Pupil premium lead	Jan Flynn Pastoral Lead
Governor lead	Andy Pratt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,665
Recovery premium funding allocation this academic year	£7,081
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£83,746

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, 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 strategy will be evaluated by regular formative assessment and we will respond promptly to any emerging needs and adopt a whole school approach in which all staff take responsibility for the outcomes of 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
2	Post pandemic gaps in learning and effects on pupil well being
3	Pupils and their families have social and emotional difficulties, including medical and mental health issues
4	Pupils have limited experiences beyond their home life and immediate community
5	Attendance and punctuality

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
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><u>Reading</u> Evidence of disadvantaged children in line or better than national data (attainment & progress) AR data to show increase in SS & SGP for all disadvantaged children in line with non-disadvantaged.</p> <p><u>Writing</u> Evidence of disadvantaged children in line or better than national data (attainment & progress) Phonics check scores show disadvantaged children in line or better than national data Internal tracking to show disadvantaged children achieving EXS & GDS in line with non - disadvantaged children</p>

<p>To ensure that children who have fallen behind receive targeted high quality intervention monitored by the Pupil Premium lead</p>	<p><u>Maths</u> Evidence of disadvantaged children in line or better than national data (attainment & progress) Y4 Multiplication test data to show disadvantaged children achieving in line or better than national data Internal tracking to show disadvantaged children achieving EXS & GDS in line with non disadvantaged children</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p>
<p>2. Pupils have the opportunity to improve Basic Skills – particularly following periods of school closure and reduced capacity since March 2020.</p>	<p>Improved access to technology (chrome books, iPads, use of online teaching and practice programmes ie IDL, TTRS, Bedrock, Freckle Maths 1:1 Reading support Identified pupils working with specialist teachers who plan specific intervention lessons</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>Pastoral Lead / SENco and Head Teacher identify and support families and children to alleviate barriers to learning Access to Clinical Psychotherapist dependent on need Pupil /parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible</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 in Years 5/6 access Junior Duke award (to be extended R-Y6 September 2022) Identified children are invited to after school and lunch time sports clubs, Relax Kids and Games club Identified children invited to weekly drop in sessions with Pastoral Lead. Children will experience a wide range of social, cultural, enrichment activities</p>

	<p>within and sometimes outside the school day</p> <p>Pupils' achievement in wider curriculum subjects is in line with non-disadvantaged pupils and cultural capital is developed and sustained.</p> <p>Disadvantaged children enabled to access Y6 residential visit.</p>
<p>5. Attendance in line with national level of attendance (96%)</p> <p>Disadvantaged pupils punctuality in line with non-disadvantaged pupils</p>	<p>Attendance 2020 -21</p> <p>Non Disadvantaged 94.5%</p> <p>Disadvantaged 90.7%</p> <p>Disadvantaged pupils attendance closely monitored by HT</p> <p>Bursar monitoring first day response</p> <p>Breakfast club places offered to identified disadvantaged pupils resulting in increased punctuality</p>

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 Reading (Hooked on Books), Writing (Writing Rainbow), 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

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 each 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 Intervention dependent on needs of child	Behaviour Interventions EEF +4 Mentoring EEF +2 Social and emotional learning EEF +4 Self - regulation and metacognition EEF +7	2,3 2,3

Clinical Psychotherapist Support dependent on needs of child/family		
Increase in wider choice of after school activities (Junior Duke)	EEF +3	2,3,4
Listening Lunch	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	EEF +4 EEF +7	2,3
Support for Y6 disadvantaged to access Y6 residential.	EEF +5 [collaborative learning] EEF +1 [physical activity]	2,3,4

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 2020 to 2021 academic year.

Internal assessments completed in 2020 to 2021 show that the performance of all children was generally lower than in the previous years across all core curriculum subjects and attainment was significantly lower for disadvantaged children:

Phonics

Main Cohort (Pass Rate)	Disadvantaged
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Y1 22.5%	14%
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Reading (KS2)

Main Cohort (Av SS)	Disadvantaged
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Y3 363	395
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Y4 547	535
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Y5 586	554
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Y6 714	630
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Maths

Main Cohort (%EXS+)	Disadvantaged
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Y1 74.3	57.2
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Y2 57.5	42.9
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Y3 29.6	18.2
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Y4 72.2	77.8
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Y5 57.8	33.4
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Y6 67.4	63.6
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The reasons for this, as is the case for schools across the country, are in the main, due to the impact of the Covid-19 pandemic, which had an extremely disruptive impact on continuity of learning and, as a consequence, a negative impact on academic progress across the curriculum. Despite the provision of a high quality online learning offer and partial school opening for vulnerable children, school closures impacted more severely on our disadvantaged children than those who were non-disadvantaged.

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? (one child)	1:1 Reading daily Small group support – Maths lessons
What was the impact of that spending on service pupil premium eligible pupils?	Improved interest in reading Increase in AR SS Improved Maths Basic Skills

