

# 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	Larkspur Community Primary School
Number of pupils in school	107 124 including Nursery
Proportion (%) of pupil premium eligible pupils	69.2% 65.3% including Nursery
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 (Only 1 year funding identified)
Date this statement was published	Dec 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Margaret Liddle
Pupil premium lead	Margaret Liddle
Governor / Trustee lead	Ms Anna Reid

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,775
Recovery premium funding allocation this academic year	£12,748
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	£134,523

# Part A: Pupil premium strategy plan

## Statement of intent

Statement of intent When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

## Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## School Context

### Main Characteristics

Larkspur Community Primary School is a small sized primary school. The number on roll is has fallen in recent years but is currently stable. Transient pupils has become increasingly common.

The proportion of pupils who are supported by the pupil premium funding is significantly above average.

The proportion of pupils with SEND who receive additional support is significantly higher than the national average.

The number of pupils who have an EHCP is above national average.

The proportion of pupils who are from a minority ethnic background has increased but is below national average.

The proportion of pupils who speak English as an additional language is below national average.

### **Additional Information**

The teaching staff is stable over time; there has been low turnover of staff.

The governing body is made up with a mix of new and experienced members. There is one recent vacancy within the governing body.

Currently, the school is using alternative provision for one child with social and emotional needs.

The school provides high-quality provision for a wide range of sports including football, basketball and table tennis.

The school provides high-quality provision for the arts. We have visiting musician who provide jazz sessions to enhance learning across the curriculum.

### **COVID-19 Impact**

Evidence suggests that Larkspur Primary School has responded well to the measures introduced by Government to mitigate the spread of COVID-19 from 23<sup>rd</sup> March 2020, when all schools closed to children with the exception of those identified as vulnerable and children of Key and Critical Workers for whom following a stringent risk assessment was appropriate.

All risk assessments were completed in line with associated guidance, and measures introduced to make the building as safe as possible for all continuing to use it.

The school remained open throughout the closure period and supported both vulnerable children and those of families who were key workers.

#### **Meals for pupils on FSM and vulnerable pupils**

Initially packed lunches were provided to all FSM pupils, later followed up by providing vouchers via Edenred These were available from March until term ended.

Welfare calls and home visits to vulnerable families, where appropriate, were made throughout to ensure children were safe. Communication with the school community was regular and extensive during the closure period and to the end of the Summer Term.

Parents reported both satisfaction with and confidence in the school and its communication during this time.

Home learning was provided through Google Classroom, emails and in hard copy.

The outcome of our Engagement in Home Learning confirmed that:

- Disadvantaged children are less likely to engage in home learning.
- Lack of space in the home limits access to home learning.
- Limited access to devices prevents children from accessing home learning – no device/shared devices/devices used by home working parents and devices incompatible with home learning/no access to a printer/no access to a keyboard.
- Poor or no Wi-Fi and no data credit limits access to home learning.
- Some children were only able to access home learning through a Smartphone.

DfE laptops and Chromebooks elevated some of these problems, however these came during the second lockdown.

### **Ultimate Objectives**

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

It is the intent of Larkspur Community Primary School that children from all backgrounds are able to achieve and grow as individuals, becoming healthy, positive members of society, achieving success in many ways.

Deprivation should not be a barrier to personal and academic success. It is the aim of our school that we help children and their families to overcome financial disadvantage so that they are able access a challenging curriculum with a positive mind-set and achieve personal and academic success.

### **Achieving These Objectives**

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes or providing additional support, thus improving opportunities for effective teaching and accelerating progress
- To allocate or employ identified 'Catch Up' staff – providing 1:1 or small group work with an experienced teacher focussed on overcoming gaps in learning and/or working on barriers to learning.
- All our work through the pupil premium will be aimed at accelerating progress.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.
- Transition from primary to secondary and transition internally from EYFS to KS1 and from KS1 to KS2.
- Additional Educational Psychologist support.
- Pay for activities, educational visits and residentials, where appropriate.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software and resources.

- Support the emotional needs of children when and where appropriate.
- To extend PE provision by incorporating experienced qualified coaches.
- To allow the children to learn a musical instrument and/or to sing in the school choir or perform in other ways.
- Behaviour and nurture support during break times and lunch times to engage and promote values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## 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 pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge; have a lack of educational desire and poor school attendance. Access to learning due to lockdown was limited, with some pupils having limited access to reading materials and therefore there are gaps in knowledge and attainment is low.
2	Challenging home circumstances and Social Service involvement, including medical and mental health issues. Children's mental health over the period of school closure due to COVID-19, needs to be taken into consideration and will be a key priority for staff. Children may have low self-confidence, low levels of resilience and high levels of anxiety. Staff will need to be mindful of this.
3	A significant number of pupils' basic language skills/habits can be low on entry, and this has an impact on a wide range of aspects such as attitude to reading, vocabulary acquisition, spelling writing and general comprehension.
4	Reasoning in mathematics, at the standard required in an assessment as outside of the school environment children are not used to spending such long periods of time being mentally challenged at that level.
5	Lack of support at home with many parents not reading with, or to, their children; education not being valued; great proportion of children spending a significant amount of time online, especially boys.
6	For some pupils, low attendance, persistent absenteeism and punctuality are issues that will affect academic progression.
7	Pupils have limited experiences beyond their home life and immediate community.

## 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.

Pupil Premium and Recovery Premium 2023-24

Intended outcome	Success criteria
<p>Disadvantaged pupils demonstrate that they have gaps in learning or are falling behind will be supported through effective adult-supported intervention to enhance quality-first teaching so that they can make swift progress. Specific needs will be targeted and at the end of the interventions assessments will be used to measure progress.</p> <p>To ensure fallen behind children receive targeted high-quality intervention monitored by Inclusion Leader.</p>	<ul style="list-style-type: none"> <li>• Pupils will be involved in high quality 1:1 or small group interventions which will focus upon closing specific gaps in learning.</li> <li>• Children will make rapid progress in their basic skills.</li> <li>• Teachers and Teaching Assistants will carry out quality interventions with a high degree of effectiveness.</li> <li>• 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.</li> <li>• Progress rates for PP children by the end of KS2 will be above 0.0.</li> <li>• Attainment in KS1 and KS2 for PP children will be in line with non—PP pupils.</li> </ul>
<p>Teaching across school will be of a high quality enabling all learners to achieve success.</p>	<ul style="list-style-type: none"> <li>• Training is attended by all.</li> <li>• Teachers have professional conversations, sharing good practice.</li> <li>• Staff development release and/or Coaching opportunities provide time for staff to inspect and reflect upon their teaching.</li> </ul>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated</p>	<ul style="list-style-type: none"> <li>• Inclusion Team, (Family Support Worker, SENDCo and Head teacher) identify and support families and children and work to alleviate barriers to learning.</li> <li>• Identified children are invited to Nurture, positive play drop-in sessions, Theraplay, Lego Therapy sessions and Thrive sessions with FSW, SENDCo or support staff.</li> <li>• Vulnerable disadvantaged children are closely monitored by the Inclusion Team and where necessary allocated support.</li> <li>• Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible</li> </ul>
<p>Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.</p>	<ul style="list-style-type: none"> <li>• A challenging negotiated learning curriculum will provide pupils with exciting, varied learning. Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children.</li> </ul>

	<ul style="list-style-type: none"> <li>Teachers and support staff will plan a wide range of visits/events/experiences to inspire/enhance learning and make it memorable. Each year group will spend allocated funding on providing days and events which excite and enthuse children to learn across all subjects.</li> <li>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</li> </ul>
All disadvantaged pupils will meet national expectations for attendance/persistent absence	<ul style="list-style-type: none"> <li>Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%).</li> <li>Monitoring of attendance by FSW, Admin Clerk and Head teacher brings about and increase in PP pupils' attendance and a decrease in persistent absence.</li> <li>Monitoring identifies positive attendance as well as where attendance is an issue.</li> <li>Communication with parents/carers raises issues and expectations.</li> <li>A range of rewards (weekly, termly and end of school year) are provided to promote high attendance.</li> </ul>

## 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: £ 6,021

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT organise a whole school coaching programme for teachers and teaching assistants	<a href="#">Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</a> <a href="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a>	1
Deputy Head teacher to work with subject leaders to improve/enhance the teaching and learning within every subject	<a href="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a>	1

Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.	Quality first good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch up. <a href="#">The Pupil Premium - How schools are spending the funding.pdf (publishing.service.gov.uk)</a>	1
Allocation of funds for reading, writing and maths initiatives, subscriptions and high-quality texts for EYFS, KS1 and KS2	<a href="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5, 6 and 7

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

Budgeted cost: £89,562

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children across whole school using catch up funding and Pupil premium funding.  Interventions to be monitored and evaluated by Head Teacher and Inclusion Coordinator.	Provision of quality first teaching, co-constructed curriculum and effective challenge for children identified as needing to catch-up.  <a href="#">The Pupil Premium - How schools are spending the funding.pdf (publishing.service.gov.uk)</a>	1, 3 and 4
Allocation to help fund the employment of supply teacher for term and half to deliver catch-up sessions to identified pupils. Allocation of funding to support the teaching of smaller classes in KS1.	<a href="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a>	1, 3 and 4

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

Budgeted cost: £ 38,940

Activity	Evidence that supports this approach	Challenge number(s) addressed



FSW to support families with high need SEND and vulnerable children.	<a href="https://educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a> – social and emotional learning	2, 5 and 6
Inclusion Team identify and support families and children and work to alleviate barriers to learning.	<a href="https://educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a> – parental engagement	2, 5 and 6
Vulnerable children to be highlighted and supported through nurture sessions, 1:1 art chat, positive play drop-in sessions, Theraplay KS1 and KS2, Lego Therapy sessions and Thrive sessions (2 trained staff).	<a href="https://educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a> – social and emotional learning	2, 5, 6 and 7
Vulnerable disadvantaged children are closely monitored by the Inclusion Team and where necessary allocated support, alleviating barriers to learning by meeting regularly throughout the year.  Additional Educational Psychology allocation of time	<a href="https://educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a> – social and emotional learning	2, 5, 6 and 7
Free breakfast club open to all children, however priority is given to vulnerable disadvantaged children.	<a href="https://kelloggs.co.uk">R2 Kellogg A Lost Education.pdf (kelloggs.co.uk)</a>  <a href="https://theconversation.com">Free school meals: the lifelong impact of childhood food poverty (theconversation.com)</a>	2, 5 and 6
All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This will be achieved through funding for each year group to plan enriching experiences and activities.	Provision of a range of initiatives to extend children's experiences  <a href="https://publishing.service.gov.uk">The Pupil Premium - How schools are spending the funding.pdf (publishing.service.gov.uk)</a>  <a href="https://educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a>	7
Head Teacher to ensure that parents are made aware of expected attendance levels when they fall below 90%  Partnership working with families, FSW, Admin Clerk, Head Teacher and Link Governors for attendance regarding pupils <90%. Increased rewards for	Deployment of staff to support families to improve attendance and eradicate persistent absenteeism.  <a href="https://publishing.service.gov.uk">The Pupil Premium - How schools are spending the funding.pdf (publishing.service.gov.uk)</a>	6

improving and good attendance.		
Provide the opportunity for children to learn a musical instrument	<a href="#">The Effects of Music on Childhood Development - Penfield Building Blocks</a>	7

**Total budgeted cost: £134,523**

# 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.

### Early Years

The outcomes for Reception children, although below the national average, in all areas of learning, progress was strong.

% Expected																		
Reception	COM: Listen, Att & Understanding	COM: Speaking	PSE: Self-Regulation	PSE: Managing Self	PSE: Build Relationships	PHY: Gross Motor Skills	PHY: Fine Motor Skills	LIT: Comprehension	LIT: Word Reading	LIT: Writing	MAT: Number	MAT: Numerical Patterns	UTW: Past and Present	UTW: People Culture	UTW: The Natural World	EXP: Creating	EXP: Being Imaginative	Good Level Of Development
Whole Cohort	50	54.5	70	80	70	70	70	50	50	50	50	50	70	70	70	70	70	50
Pupil Premium pupils	71.4	71.4	71.4	71.4	85.7	71.4	71.4	71.4	71.4	71.4	71.4	71.4	71.4	71.4	71.4	71.4	71.4	71.4

### Key Stage One

#### Phonics Screening – Year 1 and Year 2

The outcomes for Year One children, although below the national average, in their phonic screening test, progress was strong.

	Year One	Year Two
All pupils	50%	70%
Pupil Premium pupils	40%	84.6%

### Key Stage Two

#### Year 4 Multiplication Check

	Score of 16 – 25	Score of 20 - 25
All pupils	66.7%	38.9%
Pupil Premium pupils	69.2%	46.2%

The median average for all pupils was a score of 16.8.

The median average score for pupil premium pupils was 15.5.

End of KS2	Reading		Writing	GPS		Maths	
	Achieved		Achieved	Achieved		Achieved	
	%	Scaled Score	%	%	Scaled Score	%	Scaled Score
School	73.9	105	43.5	60.9	101	65.2	101
Pupil Premium	75	99.3	45	68.4	96.1	65	95.9

## 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
X Table Rock Stars	Maths Circle Ltd
Reading Plus Programme	Reading Solutions UK Ltd
Box of Delights	(TWAM) Tyne and Wear Museums
Mathletics	3P Learning
Numbots	Maths Circle Ltd
Purple mash	2Simple
Spelling and Grammar Bug	Pearson Schools and Colleges

## **Appendix 1**

Below is an extract from the Pupil Premium Grant Conditions of Grant

### **6. Terms on which PPG is allocated to schools**

The grant may be spent in the following ways:

- for the purposes of the school; that is, for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community services whose provision furthers the benefit of pupils at the school

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2021; some or all of it may be carried forward to future financial years. Any funding that is carried forward must be spent according to the conditions in this document.

### **7. Use of evidence**

From academic year 2021 to 2022, schools must demonstrate how their spending decisions are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's toolkit. In line with the EEF's [pupil premium guide](#), activities should include those that:

- support the quality of teaching, such as staff professional development;
- provide targeted academic support, such as tutoring; and
- tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

### **8. Accountability**

To comply with School Information regulations, maintained schools are required to publish an updated pupil premium strategy annually. All schools must use the templates available on GOV.UK to publish their 2021 to 2022 pupil premium strategy, by the end of December 2021. The Department for Education will undertake monitoring checks on a sample of schools' published reports.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' plans, including their plans for and use of their pupil premium funding. Schools are held accountable for the outcomes they achieve with all their funding, including through Ofsted inspections and by governors and trustees, and this will be no exception.

[Pupil premium: allocations and conditions of grant 2021 to 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/pupil-premium:allocations-and-conditions-of-grant-2021-to-2022)

## **5. Terms on which RPG is allocated to schools**

The grant may be spent in the following ways:

- for the purposes of the school, that is, for the educational benefit of pupils registered at that school
- or the benefit of pupils registered at other maintained schools or academies
- on community services whose provision furthers the benefit of pupils at the school

The grant does not have to be completely spent by schools in the academic year beginning 1 September 2021. Some or all of it may be carried forward to future financial years. Any funding that is carried forward must be spent according to the conditions in this document.

## **6. Use of evidence**

Schools must demonstrate how their decisions on recovery premium spend are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's toolkit. In line with the EEF's Pupil Premium guide activities should include those that

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

## **7. Accountability**

To comply with School Information regulations, maintained schools are required to publish an updated pupil premium strategy annually. Schools are also required to include information on how they have used their recovery premium on the same template. All schools must [use the templates](#) available on GOV.UK to publish their 2021 to 2022 pupil premium and recovery premium strategy, by the end of December 2021.

[Recovery premium: conditions of grant for local authorities - GOV.UK \(www.gov.uk\)](#)