



## Pupil premium strategy statement – Larkspur Community Primary School

This statement details our school's use of pupil 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
Number of pupils in school	154
Proportion (%) of pupil premium eligible pupils	64% (98)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Katy Anglesea
Pupil premium lead	Katy Anglesea
Governor / Trustee lead	Anna Reid

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,160.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£112,160.00



## Part A: Pupil premium strategy plan

### Statement of intent

#### **What are your ultimate objectives for your disadvantaged pupils?**

It is the intent of Larkspur Community Primary School that children from all backgrounds can grow as individuals and become healthy, positive and contributory members of their community with the possibility of achieving in many ways for the benefit of themselves, their families and others. Financial disadvantage should not be a barrier to personal and academic success. It is the aim of our school that we help children, and their families overcome obstacles so that these children can achieve personal and academic success through quality provision, nurture and tailored, targeted support.

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

The plan we are implementing provides support for children to ensure that they are able to access a challenging curriculum. This will very much be focused on providing a strong nurture base, followed by quality classroom provision with the addition of adult intervention for personal and academic support. We will ensure gaps in learning are addressed through same day intervention where possible. Our main aim is to accelerate progress, so pupils achieve at least age-related expectations.

#### **What are the key principles of your strategy plan?**

Our key principles are to provide quality-first input from highly trained adults who can support children with precision delivery based on their specific needs. This support will come in the form of the following:

- To ensure that Pupil Premium children are making expected progress from their individual starting points and where possible this progress is accelerated.
- Teachers developing their classroom practice through a deep understanding of researched-based teaching principles which will increase the effectiveness of provision for all, but especially those who require the greatest support.
- To further support families who are already finding day-to-day aspects of ensuring their children are in school difficult but who have been further challenged the cost-of-

living crisis. This support will take the form of family support from our FSW, intervention, resources and technology.

- HLTA and Teaching Assistant intervention for personal and academic development.
- Specialist therapy for example counselling for children with greater emotional needs.
- Additional English and mathematics tuition to support children in KS2 to close gaps in basic skills and develop greater fluency and in Early Years and Key Stage 1 to support accelerated phonic development as well as early fluency in reading.

The strategy plan is not an exhaustive list, and strategies may change and develop based on the needs of individuals.

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry 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 and skills away from the classroom. This is for various reasons such as lack of retention, poor working memory, absence etc.
2	Challenging home circumstances and Social Service involvement, including medical and mental health issues. Complex family backgrounds where parents are struggling with various issues which lead to children not being emotionally ready for learning. Instances of children with social and emotional wellbeing issues which then impact on learning and outcomes are more prevalent. Some families are reluctant to engage with external agencies which fall short of statutory intervention and to seek additional support
3	A significant number of pupils' basic language skills/habits are low on entry, and this has an impact on a wide range of aspects such as attitude to reading, phonics, vocabulary acquisition, spelling writing and general comprehension.
4	A significant proportion of PP children, currently 68%, are also on our SEND Register and require additional support to address identified learning needs. There are a range of issues including, speech & language, SPLD and physical / gross / fine motor.

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	Low attendance rates for individuals with persistent absenteeism also an issue.
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.

Intended outcome	Success criteria
Quality first teaching across school will be high quality and consistent. An improved knowledge of cognitive science will enable teachers to support learning. This will include retrieval practice, questioning skills, metacognition, critical thinking, and self-regulation. Children who demonstrate 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 accelerated progress.	<ul style="list-style-type: none"> <li>• Training is attended by all.</li> <li>• Teachers have professional conversations using a shared vocabulary of teaching.</li> <li>• Coaching and mentoring opportunities provide time for staff to evaluate their teaching and reflect upon it.</li> <li>• Observations will show pupils' cognitive load will be managed and strategies are in use to strengthen memory of key concepts in all subjects including retrieval practice.</li> <li>• Pupils will be involved in high quality 1-2-1 and small group interventions which will focus upon specific gaps in learning.</li> <li>• Teachers and Teaching Assistants will implement interventions (pre and post teaching and planned) with a high degree of effectiveness. •</li> <li>• Children will make rapid progress in basic skills.</li> </ul>
Children in Early Years will have constant opportunities to develop their communication and will speak with developing confidence, accuracy and clarity in various contexts.	<ul style="list-style-type: none"> <li>• Staff will model effective communication.</li> <li>• Teaching will provide quality opportunities to model and scaffold accurate communication.</li> <li>• Communication friendly spaces will be established throughout EYFS.</li> <li>• Use of books to support the delivery of the curriculum will focus on vocabulary and language development.</li> <li>• Interventions will emphasise language development regardless of the subject.</li> </ul>



	<ul style="list-style-type: none"> <li>Phonics teaching will be effective in developing children's ability to read with clarity</li> </ul>
Pupils identified with SEND receive appropriate support and provision to access an inclusive curriculum. They have access to Maple class over lunchtime as a safe space with additional nurture support should it be required	Assessments and observations indicate PP children with SEND make progress from starting points. Maple class support social development and language
Phonic knowledge will be secure and will lead to increased fluency in reading across all key stages. This will also impact pupils writing with an Increased number achieving ARE and GD at the end of key stages	<ul style="list-style-type: none"> <li>A review of current Floppy's phonics to be undertaken</li> <li>Rigorous assessment will identify any need for intervention. 1:1 or small group interventions will focus on addressing gaps in learning.</li> <li>Pupils will make rapid progress in acquiring basic skills and will be able to apply these in daily learning and in reading with fluency.</li> <li>Most PP children will pass the phonics screening test by the end of year 1 unless specific SEND.</li> <li>Children will use their phonic knowledge to support writing.</li> </ul>
All disadvantaged pupils will meet national expectations for attendance/persistent absence	<ul style="list-style-type: none"> <li>Monitoring identifies positive attendance and pupils where attendance is an issue.</li> <li>Communication with parents clearly indicates issues and expectations.</li> <li>Support is provided where there are clear reasons for low attendance.</li> <li>Where issues continue, referrals to Legal Intervention Team are swift.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD SEND	Quality first teaching that supports all learners to make effective progress is the key	1, 2, 3,4,8

<p>Release time for SENCo to provide bespoke targeted support and CPD to develop expertise of staff to identify thresholds, needs and provision</p>	<p>aspect for all. The need for teachers to be at their most expert is essential for provision to be able to support children who find learning the most challenging. High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET.</p> <p><b>EEF Guide to the PP</b> "<i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</i>"</p> <p><b>EEF guidance report and online training Making the best use of teaching assistants.</b></p> <p><b>Guidance from SEN in mainstream schools.</b></p> <p><b>EEF Oct 21 EEF Early Language Development</b> Reinforces the approach especially in terms of adult interactions- hence the need for additional staff to model this.</p>	
<p><b>CPD on adaptive teaching</b></p>	<p>This came out as an area of need in staff meetings Ofsted and from conversations with staff that staff need some CPD. with regards to adaptive teaching.</p> <p>Across school we have classes with a wide range of needs (Greater Depth achieving children and those with high SEND needs and Pupil Premium children). Our role is to provide opportunities for all children to experience success by adapting lessons and maintaining high expectations for all so all children have the opportunity to make progress and achieve expectations.</p> <p><b>EEF's guidance report 'Special Educational Needs in Mainstream Schools'. EEF Oct 2.</b></p>	<p>1,2,3,4</p>
<p>Provide training for teachers regarding researched-based pedagogy so that they can develop their expertise in teaching and learning.</p>	<p>EEF Moving forwards making a difference A planning guide for schools 22-23 Quality first teaching is at the heart of all we do. Evidence on classroom pedagogies that impact learning suggests that a curriculum based on the elements of memory cognition and metacognition results in high levels of impact with pupils making on average 7 months additional progress. (EEF 2018) Worked examples, live modelling, and teacher verbalisation of metacognitive talk support pupils in the process of becoming independent learners. Strategies to develop metacognitive thinking are most effective when subject specific rather than through the teaching of 'generic thinking skills'. EEF</p>	<p>1,2,3,4,8</p>



	<b>Metacognition and self-regulated learning review (May 2020) Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles. (Aug 2021 EEF</b>	
Allocation of funds for reading, writing and maths initiatives, subscriptions and high-quality texts for EYFS, KS1 and KS2	Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5, 6 and 7

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

Budgeted cost: £ 108,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of Teaching Assistants who will be able to support teachers in the delivery of teaching within the classroom but who will also be able to implement a range of interventions external to the classroom including pre and post teaching	Evidence indicates that one-to-one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	1,2, 3,4,8
Reading plus licence for KS2	KS2 EEF indicates moderate impact for digital technology (+4 months)	1,3,4,8

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker employed by school for the purposes of: Early identification and	This role is to support children and their families with a variety of problems such as: attendance, lack of engagement and unwillingness to access external agencies. Help can also be signposted for drug and	6,7,8



intervention for struggling families	alcohol addiction; having a parent in hospital or prison; a parent or child with a disability or special educational needs (SEN); language barriers which mean they struggle to access local and national services; and needing help with general home management, finance and parenting skills. They help build relationships, increase skills and potentially bridge the gap between families and organisations, and can work with a variety of other professionals such as social workers and teachers	
Enabling children and families to be able to afford school uniform and feel part of the school community. This extends to PE kits and for us, Forest School attire	School uniforms present an unmanageable cost for families on a low income with children returning to school after lockdown to purchase school uniforms imposed sudden and considerable financial burdens on strained budgets that led families to make sacrifices on food, heating and on occasions to enter into debt. The inadequacy of social security for covering the costs of uniform was a persistent theme in the research, particularly when children were growing. Initial experiences of education: Learning identities are shaped early, influenced by family expectations and initial education. Adults who have experienced early successes in education are more likely to continue to learn throughout adulthood. This early positive educational experience provides "cumulative advantage" throughout the life course. Schuller and Watson. (2009). Learning Through Life: Inquiry into the Future for Lifelong Learning. NIACE	6
Financial support for residential, educational visits and enrichment activities.	EEF guide to pupil premium indicates moderate impact for social and emotional interventions (+4months) As a school, we have observed how access to enrichment activities can support the self-esteem and social skills of pupils.	

**Total budgeted cost: £ £112,160.00**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Key Stage 2

% Expected Standard+

	School - 2024					
	Pupil Premium	Boys	Girls	EAL	SEN Support	SEN EHCP
Reading	87.5% (8)	80.0% (5)	100.0% (6)	80.0% (5)	100.0% (5)	50.0% (2)
Writing	37.5% (8)	20.0% (5)	66.7% (6)	80.0% (5)	20.0% (5)	0.0% (2)
Maths	75.0% (8)	80.0% (5)	83.3% (6)	80.0% (5)	80.0% (5)	50.0% (2)
RWM	37.5% (8)	20.0% (5)	66.7% (6)	80.0% (5)	20.0% (5)	0.0% (2)

Key  = Below LA  = Above LA

( ) = Number of pupils with KS2 results

### Externally provided programmes.

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Times table Rockstars	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

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
n/a
<b>The impact of that spending on service pupil premium eligible pupils</b>



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*