

Pupil premium strategy statement – Larchfield School

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
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	40% (79 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jacqui Kearney, Headteacher
Pupil premium lead	Ruth Russell, Inclusion Lead
Governor / Trustee lead	Julia Prince, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,918
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil 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>	£117,918

Part A: Pupil premium strategy plan

Statement of intent

- Our 3-year plan aims to close the gap between disadvantaged and non-disadvantaged children at our school, nurturing, caring and preparing them to add value to an everchanging world, as stated in our school vision. In order to do this, we will ensure that all teaching staff are involved in the analysis of data, so that they are fully aware of the children's strengths and needs. Common barriers to learning for our disadvantaged children are identified within this document.

Key Principles

- To ensure that teaching and learning opportunities meet the needs of all the pupils
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups including socially disadvantaged children as identified by the school.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to make accelerated progress in order to meet Age Related Expectations at the end of Year 6.
- For disadvantaged children to develop into confident, resilient, independent learners.
- To provide a nurturing environment through which disadvantaged children have the opportunity to develop their emotional intelligence.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low prior attainment</p> <p>46% of our PP children are SEN E or K</p> <p>61% (39) of PP children did not make the expected progress in Reading in the previous academic year</p> <p>67% (43) of PP children did not make the expected progress in Writing in the previous academic year</p> <p>50% (32) of PP children did not make the expected progress in maths in the previous academic year</p> <p>KS2 SATS - 56% (5chn) did not meet the expected standard of attainment in reading, 44% (4chn) did not meet the expected standard of attainment in writing, 56% (5chn) did not meet the expected standard of attainment in maths</p>
2	<p>Emotional Well-Being/Behaviour difficulties</p> <p>As identified through the completion of Boxall profiles completed by class teachers and class teacher reports in regards to behaviour. 80% (4) of those children whose Boxall profile indicated high level of concern are PPG.</p>
3	<p>Poor Attendance</p> <p>PP attendance in 2024-25 was 93.03% compared to whole school attendance of 94.77%. This is a difference of 1.74% This is not significantly different from the 1.2% last year</p>
4	<p>Weak Language and Communication Skills</p> <p>25% of our PP children have EAL and of those children with a speech and language therapy plan following assessment by the speech and language therapy service, 17% are PPG</p>
5	<p>Parental engagement</p>

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
Raised attainment of PP pupils and diminish attainment gap through accelerated learning.	A greater number of PP children are working at the expected level of attainment than in the previous academic year
Improved language skills, especially spoken language and comprehension skills	<p>PP children will show significant progress in comprehension tests and reading levels and will be considered to have improved spoken language with an enriched vocabulary.</p> <p>Intervention records from ‘new to English’ intervention groups show good progress in learning English</p> <p>The gap in the Communication and Language strand in EYFS is reduced with PP and Non-PP children attaining similarly</p> <p>Assessment from Sound Linkage Phonemic Awareness programme demonstrates improved language skills from pre and post intervention assessments</p>
Attendance of PP children improves year on year until it is in line with National expectations	Attendance records show improved attendance on the previous academic year.
PP children have greater emotional resilience and are better equipped to deal with a variety of situations, both socially and academically. They demonstrate positive behaviours to learning	Children use the language of ‘dragons’ to identify their feelings and use taught strategies to ‘feed’ their dragons and feel good about themselves, showing positive behaviour at school in the classroom and socially with their peers at breaks and lunchtimes

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: £55,517

Activity	Evidence that supports this approach	Challenge number(s) addressed	Breakdown of the money
PPG children are highlighted on all class teachers' plans to ensure provision has been made for them and their needs	This is part of the graduated response: assess, plan, do, review as outlined in the SEN code of practice. SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)	1	
Hold Pupil Progress meetings termly – January, April, July with each teacher to review assessment data and identify areas of need for pupils, planning support for the following term Total - £1952	This is part of the graduated response: assess, plan, do, review as outlined in the SEN code of practice. SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)	1,2,3,4,5	Inclusion Lead and DHT's time Termly meeting with each teacher are 30 minutes long.
All classes have an allocated Teaching Assistant for core	there is good emerging evidence that TAs can provide noticeable improvements to pupil attainment. Here, TAs	1,2,4	

learning time to support learning in English and maths Total -£43008	are working well alongside teachers in providing excellent supplementary learning support https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf		
Purchase resources to effectively support progress and learning Total - £10257	Research shows the need for concrete resources and technology to enhance children's learning. SENCo liaison with external professionals leads to resource recommendations for particular children in professional's reports.	1	Touch Type (TTRS) Literacy Shed Plus Number 22 counselling Grammarsaurus Tutor MNR interventions Irock MNR clubs Clubs
Creation and monitoring of SEND support arrangements where a child's low ability is identified as SEN and monitoring of these by the school's SENCO Total - £300	This is part of the graduated response: assess, plan, do, review as outlined in the SEN code of practice. SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)	1,2,4,5	Inclusion Lead's time
Specialist speech and language training for one new Teaching Assistant to lead on the delivery of Speech and	This is part of the graduated response: assess, plan, do, review as outlined in the SEN code of practice. SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)	4	ELKLAN training

<p>language interventions and provide support to other TAs delivering speech and language interventions £NIL</p>			
<p>Purchase of subscription to The National College for 3 years to support the continuous professional development of all staff £NIL</p>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches. (EEF)</p>	<p>1,4</p>	<p>3 years paid in advance year before last</p>

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

Budgeted cost: £40,870

Activity	Evidence that supports this approach	Challenge number(s) addressed	Breakdown of the money
One to one support work for identified PP children Total - £12285	This is part of the graduated response: assess, plan, do, review as outlined in the SEN code of practice. SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)	1,2,3,4	Daily support by TA in the morning.
Precision teaching of high frequency words for either word reading or spelling for at least one child in each class daily Total -£5733	It is evidenced that a little and often approach is most appropriate for interventions This is part of the graduated response: assess, plan, do, review as outlined in the SEN code of practice. SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)	1,2,4	Daily intervention by class TA
Daily reading with the bottom 20% of children in each class Total -£14332	Reading books aloud and discussing them, including the use of structured questioning supports the development of pupil's language capabilities – Education endowment foundation (EEF)	1,2,4	Class TA's read with bottom 20% daily
Speech and Language (SALT) interventions for children with a SALT plan and advice and guidance given by ELKLAN trained TA to	Weak Language and Communication skills as identified by the school and assessed by the school's link SALT. Weak language skills prevent children from fully accessing the curriculum	1,2,4	One TA timetabled x 3 afternoons to deliver SALT

<p>TAs supporting these children</p> <p>Total - £6961</p>			<p>Year R do their own SALT.</p>
<p>Additional support for those with English as an Additional Language (EAL) through the Racing to English programme.</p> <p>Total - £819</p>	<p>Children need to be able to access the curriculum.</p>	<p>1,2,4</p>	<p>Intervention run by a TA in assembly Wed and Thurs.</p>
<p>Touch Type Read and Spell to enable pupils who struggle with physical writing to record their ideas</p> <p>Total - £740</p>	<p>External professionals such as Educational Psychologist have recommended this in their reports for children who find it difficult to put their ideas onto paper due to poor spelling and/or physical writing skills</p>	<p>1,2</p>	<p>SENCO time delivering</p>

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

Budgeted cost: £24,748

Activity	Evidence that supports this approach	Challenge number(s) addressed	Breakdown of the money
Identified pupils will receive ELSA/Nurture depending on age and as or when a child is in need of support. Total - £7176	Behaviour and emotional well-being affects learning	1.2	FSW's time. She does this 4 afternoons a week.
Provide pupils and parents/carers with support through the use of a family support worker Total - £4243	Behaviour and emotional well-being affects learning. Parental involvement/attendance is not always at expected level.	1,2,3	FSW on the gate am & pm. FSW taking the lead on some early help cases. Issuing food bank tokens, sourcing second hand uniform etc
Purchase of Education Welfare Officer (EWO) service with termly review meetings to support attendance First day absence phone calls and advice to parents/carers to support return to school Total - £4917	Poor attendance can lead to poor progress and attainment	3	FSW's time. First day phone calls and absence monitoring 1 hour per day Termly meeting with EWO Arbor Annual sub for Admissions = £363

<p>Inclusion Lead support to the Education Mental Health Practitioner (EMHP) provided to the school one day per week through the Mental Health in Schools Team programme. Total - £520</p>	<p>Poor mental health and wellbeing will have a negative effect on attainment and progress</p>	<p>2</p>	<p>SENCO time overseeing MHST Termly consultation meeting of 1 hour</p>
<p>Purchase of Educational Psychology service hours through the borough's traded services programme. Total -£5107 Purchase of Educational Welfare service hours through the boroughs traded services programme Total - £835</p>	<p>We have a high level of SEMH need within our school and currently have 4 PP children on MHST books. We also ran a workshop of 18 children of which 11 were PP children.</p>	<p>2</p>	
<p>Provision of food to children who arrive at school hungry or reporting that they have not had breakfast Total - £1950</p>	<p>It is not possible to learn effectively when feeling hungry</p>	<p>2</p>	

Total budgeted cost: £121,135

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

See published review of website

Externally provided programmes

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

Programme	Provider

Further information (optional)

<p>PP children are highlighted on all class teachers' plans to ensure provision has been made for them and their needs</p>	<p>This is part of the graduated response: assess, plan, do, review as outlined in the SEN code of practice. SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)</p>	<p>1</p>
<p>All adults have the initials of the PP children in their class on the back of their lanyard and aim to make contact with them at least 5 times a day</p>	<p>Positive reinforcement of behaviour and acknowledgement will have a positive impact on mental health and wellbeing and in turn, this will impact on learning outcomes</p>	<p>1,2</p>
<p>The school actively seeks to involve children through the use of a number of leadership roles across the school – school council, eco warriors, wellbeing champions, librarians and year 6 leader roles</p>	<p>Giving children responsibility and roles will support their emotional development and organisation skills and leadership abilities</p>	<p>2</p>