

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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	Larchfield
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	36% (74 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Jacqui Kearney, Headteacher
Pupil premium lead	Laura Scawn, Inclusion Lead
Governor / Trustee lead	Dr Ian Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,975
Recovery premium funding allocation this academic year	£10,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£117,705

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 ever-changing 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	Low prior attainment 20% of our PP children are SEN E or K A further 8% of PP children are monitored closely by the class teachers through quality first teaching 71% (40) of PP children did not make the expected progress in Reading in the previous academic year 82% (46) of PP children did not make the expected progress in Writing in the previous academic year

	<p>73% (41) of PP children did not make the expected progress in maths in the previous academic year</p> <p>KS1 SATS – 49% (4chn) did not meet the expected standard of attainment in reading, 67% (6chn) did not meet the expected standard of attainment in writing, 67% (6chn) did not meet the expected standard of attainment in maths</p> <p>KS2 SATS - 44% (4chn) did not meet the expected standard of attainment in reading, 56% (5chn) did not meet the expected standard of attainment in writing, 44% (4chn) 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. 56% (9) of those children whose Boxall profile indicated high level of concern are PPG.</p>
3	<p>Poor Attendance</p> <p>PP attendance in 2022-23 was 95.3% compared to whole school attendance of 96.4%. This is a difference of 1.1% (This has improved from the gap between PPG and whole school which was previously 1.46% in the last academic year).</p>
4	<p>Weak Language and Communication Skills</p> <p>34% of our PP children have EAL and of these, 48% had no English when they started at our school</p> <p>Of those children with a speech and language therapy plan following assessment by the speech and language therapy service, 42% 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>
<p>Attendance of PP children improves year on year until it is in line with National expectations</p>	<p>Attendance records show improved attendance on the previous academic year.</p>
<p>PP children have greater emotional resilience and are better equipped to deal with a variety of situations, both socially and academically.</p> <p>They demonstrate positive behaviours to learning</p>	<p>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</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: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 - £872	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 and 5
All classes have an allocated Teaching Assistant for core learning time to support learning in English and maths Total -£46,410	there is good emerging evidence that TAs can provide noticeable improvements to pupil attainment. Here, TAs 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	1,2,4
Purchase resources to effectively support progress and learning Total - £4800	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
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	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 and 5

Total - £292		
<p>To improve language skills in Reception through the use of NELI (Nuffield Early Language Intervention) intervention following training to TAs in its use</p> <p>Total - £1162</p>	<p>Oral language interventions are deemed to provide 5+ months impact on pupil achievement (EEF)</p> <p>At the end of 2021 charitable foundation Kindred commissioned YouGOv to conduct a school readiness survey. Published in January 2022, the results showed that 50% of children in the Reception year were not ready to start school. This was measured in many ways, but included was the ability to follow instructions. One of the biggest findings was that Covid has caused an upsurge in children arriving in Reception not meeting their developmental milestones, such as having basic language skills</p>	1, 2 and 4
<p>Specialist speech and language training for one new Teaching Assistant to lead on the delivery of Speech and language interventions and provide support to other TAs delivering speech and language interventions</p> <p>£370</p>	<p>This is part of the graduated response: assess, plan, do, review as outlined in the SEN code of practice.</p> <p>SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)</p>	4
<p>Purchase of subscription to The National College for 3 years to support the continuous professional development of all staff</p> <p>£3,520</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.</p> <p>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.</p> <p>(EEF)</p>	1, 4

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

Budgeted cost: £36,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of tutoring via the National Tutoring Programme using an accredited tuition partner</p> <p>Total - £3915</p>	<p>This is a nationally approved pathway to support accelerated learning due to COVID-19</p>	1
<p>Small group work for English and Maths by a qualified teacher for children in year 6</p> <p>£3,300</p>	<p>This is part of the graduated response: assess, plan, do, review as outlined in the SEN code of practice.</p> <p>SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)</p>	1
<p>Precision teaching of high frequency words for either word reading or spelling for at least one child in each class daily</p> <p>£4600</p>	<p>It is evidenced that a little and often approach is most appropriate for interventions</p> <p>This is part of the graduated response: assess, plan, do, review as outlined in the SEN code of practice.</p> <p>SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)</p>	1
<p>Daily reading with the bottom 20% of children in each class</p> <p>Total - £11602</p>	<p>Reading books aloud and discussing them, including the use of structured questioning supports the development of pupil's language capabilities – Education endowment foundation (EEF)</p>	1, 2 and 4
<p>Speech and Language (SALT) interventions for children with a SALT plan and advice and guidance given by ELKLAN trained TA to TAs supporting these children</p> <p>Total - £11,603</p>	<p>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.</p>	1,2 and 4
<p>Additional support for those with English as an Additional</p>	<p>Children need to be able to access the curriculum.</p>	1, 2 and 4,

Language (EAL) through the Racing to English programme. Total - £663		
Touch Type Read and Spell to enable pupils who struggle with physical writing to record their ideas Total - £722	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	1 and 2

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two additional Teaching Assistants to be training as Emotional Literacy Support Assistants (ELSAs) to support the emotional needs of PP children Total - £1600	ELSA sessions have a positive impact on children's self-esteem, friendships, social skills, anger management and understanding their emotions. This then means they are better at self regulating and can therefore access the learning better. We have significant rises in SEMH needs amongst our children and therefore have increased our ELSA capability	2, 4
Identified pupils will receive ELSA/Nurture depending on age and as or when a child is in need of support. Total - £6864	Behaviour and emotional well-being affects learning	1, 2
Provide pupils and parents/carers with support through the use of a family support worker Total - £4,100	Behaviour and emotional well-being affects learning. Parental involvement/attendance is not always at expected level.	1,2,3
Purchase of Education Welfare Officer (EWO) service with termly review meetings to support attendance	Poor attendance can lead to poor progress and attainment	3

<p>First day absence phone calls and advice to parents/carers to support return to school</p> <p>Total - £6000</p>		
<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.</p> <p>Total - £624</p>	<p>Poor mental health and wellbeing will have a negative effect on attainment and progress</p>	<p>2</p>
<p>Purchase of Educational Psychology service hours through the borough's traded services programme.</p> <p>£2,542.50</p>	<p>We have a high level of SEMH need within our school and currently have 24 children across the school who have received input from the school's link Educational Psychologist and of these 55% are PPG children.</p>	<p>2</p>
<p>Provision of food to children who arrive at school hungry or reporting that they have not had breakfast</p> <p>Total £300</p>	<p>It is not possible to learn effectively when feeling hungry</p>	<p>2</p>

Total budgeted cost: £117,000

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 2022 to 2023 academic year.

See published review of website

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
National Tutoring Programme	Catch up Academy (Previously called Tempest)

Further information – activities not reliant on use of PP funding.

<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>