

Pupil premium strategy statement – Larkfields Infant School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	165
Proportion (%) of pupil premium eligible pupils	12.7%
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)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Nichola Irwin
Pupil premium lead	Nichola Irwin
Governor / Trustee lead	Laura Radford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,700
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>	£37,700

Part A: Pupil premium strategy plan

Statement of intent

Larkfields Infant School is committed to ensuring all children meet their full potential within a highly nurturing environment alongside high quality teaching. The use of our Pupil Premium fund supports us to realise our school vision for pupils who form our disadvantage or vulnerable groups. Each year we assess the needs of our disadvantaged groups and use the latest EEF research to ensure our spending plan has maximum impact in raising attainment and improving learning behaviours. We aim to ensure the foundations we lay in their early years help to create future success and improved life chances.

We recognise that some children may not have qualified for the Pupil Premium grant but are still socially disadvantaged.

Our broad objectives for our pupils are as follows:

- ✓ To ensure consistently high levels of quality teaching that results in attainment that is the same as their non- disadvantaged peers.
- ✓ To develop a reading culture that improves reading attainment
- ✓ To provide tailored support for the health and mental well-being of our pupils
- ✓ To provide access to and take up of a wide range of enrichment opportunities that enable them to develop cultural capital, life experiences and personal and social skills that are no different to those of other pupils.
- ✓ To ensure absence from school is no greater than non-disadvantaged pupils.
- ✓ To ensure all vulnerable pupils are supported in their learning to make rapid progress.
- ✓ To ensure vulnerable pupils encounter and use a rich vocabulary to improve academic attainment and social skills.
- ✓ To develop strong and trusting relationships with parents to help support their child's education.

Challenges

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

Challenge number	Detail of challenge
1	Over half of children in receipt of Pupil Premium have suffered significant traumas in their lives.

2	Attendance is lower for children in receipt of Pupil Premium especially those falling below 90% attendance. Whole School – 95.2% PP- 92.1% Persistent Absence Whole School- 13.9% PP-35%
3	A growing number of children in Receipt of Pupil Premium also have English as an additional language.
4	Half of the bottom 20% of readers in Year 2 are pupils in receipt of Pupil Premium.
5	SEMH has been identified as one of the main barriers for many of the children which in turn impacts their attainment.
6	Internal assessments indicate that attainment in R/W/N for disadvantaged pupils is lower than their peers, this is particularly true in writing.
7	Experience of the wider world and cultural events is limited for many of our PP and vulnerable children, additionally they are less likely to participate in our extra-curricular activities

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
PP with EAL will make the same rate of progress as other EAL pupils	<ul style="list-style-type: none"> ✓ PP EAL pupils make expected progress from their starting points. ✓ Pupils are engaged in their learning (through observations and discussions with pupils and staff) ✓ Intervention has a positive impact on progress and pupil progress forms reflect this.
Improved attendance of PP pupils	<ul style="list-style-type: none"> ✓ Attendance of identified PP pupils increases to 95%. ✓ Persistent absenteeism in PP children has at least halved and is in line with whole school figures.
Pupils that have experienced traumatic events are given the opportunity to process and understand these events.	<ul style="list-style-type: none"> ✓ Improved social engagement ✓ Decrease in behaviour incidents ✓ Pupils able to self or coregulate.
Pupils will make at least expected progress in reading. With 75% of Non SEN pupils achieving the expected standard.	<ul style="list-style-type: none"> ✓ Interventions in phonics have a positive impact on progress with at least 96% of children passing the phonics screening test by the end of Key Stage One. ✓ Every PP Pupil reads as a minimum 3 times in school. ✓ Increase in home reading.

All PP children will access extracurricular activities and engage in a wide range of experiences.	<ul style="list-style-type: none"> ✓ All children will have been given the opportunity to take part in after school clubs. ✓ Ensure that cost has not been a barrier for taking part in trips and recorder lessons. ✓ PP children will take part in competitive sports events. ✓ PP children will take part in trust wide events.
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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: £ 4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Synthetic Phonics Programme to secure stronger phonics teaching for all pupils and further reading books to support.	<p>EEF (teaching and learning toolkit – phonics) +5</p> <p>School will be purchasing a validated phonics scheme to be used throughout school to support the development of early literacy skills. In addition, the school will purchase an online reading library and ensure access for all pupils.</p> <p>A priority will be on training the whole staff to ensure a consistent approach to the teaching of early reading which can then progress through school and be used to support interventions.</p> <p>The EEF Toolkit states that 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds'.</p>	4,6

Teaching staff to receive dedicated coaching support on developing strong and effective tools for adaptive teaching.	Special Educational Needs in Mainstream Schools EEF The EEF promotes the 5 a day approaches to adaptive teaching that improve outcomes for all pupils. Including those pupils with EAL and SEMH.	1,3,4,5,6
Developing expertise in supporting pupils with trauma through the TiS (trauma informed schools) diploma.	EEF (+4) TA Training Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.	1,5

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

Budgeted cost: £ 15,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide additional TA support to deliver individual reading and language interventions. Phonics Catch up and keep up Switch on Reading and Writing Individual language programmes	EEF Teaching assistant interventions +4 EEF guidance report 'Making best use of teaching assistants' states that we should 'use teaching assistants to deliver high quality one to one or small group support using structured interventions.' Oral language interventions EEF +6 Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression	3,4,6
Provide writing and Maths small group support for PP children and those identified as at risk of not making expected progress.	EEF Teaching assistant interventions +4 Targeted interventions where teaching assistants are trained to deliver an intervention to a small group (less than 5)	6

Work closely with parents to provide support and guidance on reading at home.	EEF Parental Engagement +3 We define parental engagement as the involvement of parents in supporting their children's academic learning. Children's learning can be supported by reading regularly at home, supporting activities provided by school.	3,4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
School administrator tasked 1 hour per week to monitor low attendance and contact low attenders.	EEF Parental Engagement +3 Supporting regular attendance at school	2
To provide access to a range of therapeutic support such as trained counsellors, Accredited TiS practitioners, ELSA, drawing and talking, before school and lunchtime nurture.	EEF Social and emotional learning +4 Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	1,5
To improve access to cultural activities, the wider world and after-school activities to raise aspirations and self-esteem. Trips, extra curricular activities and sports events, and recorders	EEF Arts Participation Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. Arts based approaches have shown wider benefits – in particular more positive attitudes to learning and increased wellbeing. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips	7

	which can be subject to financial barriers for pupils from deprived backgrounds.	
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Total budgeted cost: £31,560

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Pupil Premium Children with Sen will make the same rate of progress as other SEN children.

	Reading	Writing	Maths
SEN	20%	0%	20%
SEN+PP	100%	50%	100%

There were no SEN+PP in FS2

2. To Improve the attendance of PP pupils.

Attendance Data 2023 2024

	PP	Non PP
Attendance	95%	92.6%
Persistent Absence	7.3%	18.75%

Attendance rates in PP children have remained the same as 2022-23 and have not improved or fallen.

3. Children make at least expected progress in reading, with 75% of non-SEN PP children achieving the expected standard in reading for their year group.

Percentage of children reaching the expected standard in Reading

Reception	Year 1 (5)	Year 2
66%	80%	50%

4. All pupil Premium Children will access extracurricular activities and engage in a wide range of experiences.

All pupils access school trips and school events. Places for after school clubs were prioritised for children in receipt of Pupil Premium and any child that did not take up an offered club was actively phoned to offer another.

Number of After School Clubs Attended							
0	1	2	3	4	5	6	7
37%	12.5%	16%	16%	4%	4%	4%	4%
<p>There were 2 main factors for children not attending clubs.</p> <ul style="list-style-type: none"> ✓ Child care was often done by a family member or neighbour who was unwilling to come back to school for a second time to pick a child up. ✓ SEMH and anxiety of the child. 1 child accessed a club in the Summer Term once Nurture in school improved their anxiety levels. <p>5. Improved Parental Engagement through Parents Evening attendance and home reading.</p> <p>All parents attended parents evening appointments either in person or through telephone appointments.</p> <p>Home reading saw a decrease across the school with the introduction of the Collins E Hub, this will form part of the School's Development Plane for 2024</p> <p>6. To improve children's self-esteem.</p> <p>33% of children received tier 2 or higher support in the academic year for SEMH needs. All children received universal tier 1 support.</p> <p>Teacher and Parent comments showed that all children from September through to July showed increasing confidence within school and in social situations outside of school. More children accessed clubs in the Summer Term as their confidence grew.</p>							

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
First Class Number	Edge Hill University

