



Pupil premium strategy statement

(3 Year Strategy)

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	Larkholme
Number of pupils in school	277
Proportion (%) of pupil premium eligible pupils	31% (80)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published (updated)	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Claire Gilmour Headteacher
Pupil premium lead	Katie Owen TLR
Governor	Sandra Foulkes (lead for disadvantaged pupils)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 148 970
Recovery premium funding allocation this academic year	£ 13 557
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£162 527</p>
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Part A: Pupil premium strategy plan

Statement of intent

Leadership and Management	Quality of Education	Behaviour and Attitudes	Personal Development
<p>The Pupil Premium Leader champions the progress and well-being of all disadvantaged pupils by ensuring that all adults within the school are aware of the individual needs of the pupils that they work with.</p> <p>The Pupil Premium Leader works alongside other middle leaders and the pastoral team to quickly identify any pupils whose progress or well-being may need support and interventions are rapidly put into place.</p> <p>Middle leaders recognise how to support disadvantaged pupils in their own subjects and effectively implement strategies to do this.</p> <p>There are effective partnerships between pupils, their parents and teachers so that all stakeholders have a voice in how the strategy is deployed and adapted.</p> <p>Spending of the pupil premium grant is carefully monitored and the impact of all actions is routinely measured and evaluated.</p>	<p>Teachers and teaching assistants are acutely aware of the disadvantaged pupils within their classes and they ensure that they know their individual learning needs.</p> <p>Regular, meaningful feedback is given so that pupils know exactly what they need to do to improve further.</p> <p>Teachers ensure that disadvantaged pupils have access to the resources that they need to support their progress in lessons as well as for home learning.</p> <p>All pupils in receipt of the pupil premium grant meet or exceed their aspirational targets in all subjects.</p> <p>Individual disadvantaged pupils who have been identified as not making the expected progress are supported to catch up through targeted interventions within and outside of lessons.</p> <p>Leaders at all levels ensure that assessments are accurate and timely so that any necessary interventions are put into place swiftly.</p>	<p>All pupils in receipt of the pupil premium grant will be supported to achieve the highest levels of behaviour through high expectations being modelled by adults at all times. Pupils who require additional support will have individual plans and access to support provided by the pastoral team or external agencies</p> <p>The Pupil Premium Leader will champion high aspirations for all disadvantaged pupils by ensuring all staff within the school offer enrichment opportunities in all subjects.</p> <p>The pastoral team will work closely with families of pupils in receipt of the grant to support positive relationships in order to raise aspirations.</p>	<p>The Pupil Premium Leader works alongside the pastoral team and other outside agencies to ensure that effective support is offered to pupils and their families to reduce any barriers that may have an effect on a pupil's attendance and progress at school.</p> <p>The attendance of disadvantaged pupils is routinely monitored to ensure that this is in line with their non-disadvantaged peers.</p> <p>All disadvantaged pupils are actively encouraged to take part in clubs, trips and competitions to enrich the curriculum.</p>

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

3	Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessments and observations indicate that the wellbeing of many of our disadvantaged pupils had been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. School closures have had a long term impact which we continue to see e.g anxiety, attendance, school avoidance.
5	Internal and external assessments indicate that phonics attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

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	Review 2022/2023	Review 2023/2024	Review 2024/2025
To develop maths fluency across the whole school.	Whole school maths outcomes at the end of the year show that more than 64% of disadvantaged pupils met the expected standard.	<p>64% of all disadvantaged pupils have met the expected + standard in maths.</p> <p>68% of disadvantaged pupils who have been with us from the start met the expected standard + in maths</p> <p>53% of disadvantaged pupils who have not been with us from the start met the expected standard + in maths.</p> <p>75% of disadvantaged pupils who have been with us since the start of the key stage have met the expected standard + in maths.</p>	<p>52% of all disadvantaged pupils have met the expected + standard in maths.</p> <p>54% of disadvantaged pupils who have been with us from the start met the expected standard + in maths</p> <p>53% of disadvantaged pupils who have not been with us from the start met the expected standard + in maths.</p> <p>% of disadvantaged pupils who have been with us since the start of the key stage have met the expected standard + in maths.</p> <p>Year 6 data:</p> <p>Whole school EXP+ 91%</p>	

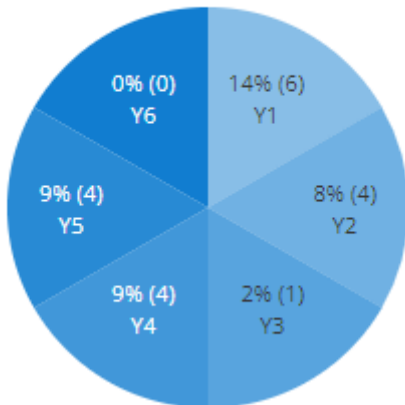
			PPG EXP+ 86%	
To develop transcription skills across the whole school	Whole school writing outcomes at the end of the year show that more than 46% of disadvantaged pupils met the expected standard.	<p>36% of all disadvantaged pupils have met the expected + standard in writing.</p> <p>36% of disadvantaged pupils who have been with us from the start met the expected standard + in writing.</p> <p>35% of disadvantaged pupils who have not been with us from the start met the expected standard + in maths.</p> <p>54% of disadvantaged pupils who have been with us since the start of the key stage have met the expected standard + in English.</p>	<p>45% of all disadvantaged pupils have met the expected + standard in writing.</p> <p>45% of disadvantaged pupils who have been with us from the start met the expected standard + in writing.</p> <p>50% of disadvantaged pupils who have not been with us from the start met the expected standard + in maths.</p> <p>58% of disadvantaged pupils who have been with us since the start of the key stage have met the expected standard + in English.</p> <p>Year 6 data: Whole school EXP+ 83% PPG EXP+ 64%</p>	
To ensure pupils in receipt of PPG are achieving the expected phonics level	<p>Year 2 outcomes at the end will show that more than 60% of disadvantaged pupils met the expected standard.</p> <p>End of year 1 outcomes will show that more than 18% of</p>	<p>44% of children in receipt of PPG achieved the expected standard by the end of Y2</p> <p>11% of children in receipt of PPG are also on the SEN register.</p> <p>44% of children in receipt of PPG</p>	<p>63% of children in receipt of PPG achieved the expected standard by the end of Y2</p> <p>67% of children in receipt of PPG</p>	

	disadvantaged pupils meet the expected standard	<p>achieved the expected standard in phonics by the end of Y1</p> <p>31% of children in receipt of PPG are also on the SEN register.</p>	met the expected standard in phonics by the end of year 1	
To build resilience in pupils through a comprehensive outdoor learning curriculum	<p>Maintain high levels of well being and resilience amongst pupils:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Over 80% of pupils in receipt of PPG will attend residential 	<p>94% of children in receipt of PPG attended the residential.</p> <p>Over 80% of parents surveyed feels that extra curricular activities match their child's interests.</p> <p>100% of parents surveyed rated the quality of education at Larkholme as good or better.</p> <p>Positive results from the PAQ</p>	<p>94% of children in receipt of PPG attended the residential.</p> <p>Over 87% of parents surveyed feels that extra curricular activities match their child's interests.</p> <p>100% of parents surveyed rated the quality of education at Larkholme as good or better.</p> <p>Positive results from PAQ</p>	
To support pupils to catch up in maths using the school led tuition	Pupils in KS2 end of year outcomes will show that more than 80% of disadvantaged pupils will have continued to close the gap and their attainment will increase from 64%	<p>68% of disadvantaged pupils receiving catch up tuition achieved the exp+ standard in maths.</p> <p>83% of disadvantaged pupils receiving catch up tuition made expected or above progress.</p> <p>45% of disadvantaged pupils receiving catch up tuition</p>	<p>Maths</p> <p>Year 6 data:</p> <p>Whole school EXP+ 91%</p> <p>PPG EXP+ 86%</p>	

		made better than expected progress- closing the gap.		
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Academic year 2003-2024- 87% of pupils have been with Larkholme from reception

Mobility



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: £32 370

Maths coordinator led training- £500

English coordinator led training- £500

Well being days- (4 days per week for 1 staff member)- £29 370

Teaching and Learning CPD Package- £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Continue to embed maths fluency scheme Staff training with maths lead Fidelity to maths scheme for progression Use of supporting materials for SEN and GDS Support to adapt slides to ensure teaching is addressing learning gaps Moderation Gaps analysis of assessments</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2
<p>Continue to embed writing scheme Staff training with English lead Fidelity to English scheme for progression Gaps analysis to support addressing learning gaps</p>	<p>There is extensive evidence that by teaching pupils strategies for planning and monitoring their writing will support attainment. As well as making sure pupils have good transcription skills. https://educationendowmentfoundation.org.uk/education-</p>	3
<p>Development of non negotiables</p>	<p>evidence/guidancereports/literacy-ks1#nav-downloads</p>	
<p>Continue to embed outdoor learning curriculum Monitoring of impact through trackers Assigned teacher to ensure outdoor learning is utilised to support the national curriculum</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	4

<p>Embed Red Rose Phonics scheme</p> <p>High quality phonics sessions</p> <p>Robust assessment</p> <p>Fast Track Phonics</p> <p>Bounce Back Phonics</p> <p>Reading Eggs</p> <p>Early Reading team</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading</p> <p>(though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>5</p>
<p>Early Language Intervention in Reception to continue</p> <p>NELI</p> <p>High quality texts overview for reception</p> <p>Development of EYFS curriculum</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>

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

Budgeted cost: £ 90,585

TA support

X4ams Y3- £8000

X5ams Y3/4-£10,000

X5ams Y3/4-£10,000

X5ams Y2-£10,000

X5ams Y2-£10,000

X3pms- middle phase-£3,996

X5pms- Y2-£6661

X4pms- upper phase (SLTG topped up from PPG)-£5,328



Additional Teacher

X5ams- maths (Recovery Premium and topped up from PPG))-£26, 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher and TA led interventions to ensure pupils do not have gaps in their maths fluency. PPG pupils will be identified through their progress and attainment data in iTrack.</p>	<p>Research shows that the use TAs to deliver high quality one-to one and small group support using structured interventions is the most effective</p>	<p>2</p>
<p>Teacher and TA led interventions to improve transcription skills including spelling.</p>	<p>Research shows that the use TAs to deliver high quality one-to one and small group support using structured interventions is the most effective</p>	<p>1</p>
<p>Interventions may include spelling groups, use of online subscriptions for Edshed. Interventions may also include development of fine and gross motor skills.</p> <p>Targeted pupils in Y3 demonstrating greater need to have spelling, reading and writing intervention with additional teacher</p>		

<p>TA led phonics interventions and robust assessment to ensure pupils make rapid catch up</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>5</p>
<p>An additional teacher in the KS2 for maths to allow the pupils to be taught in smaller straight age classes (Recovery Premium)</p> <p>TAs used for school led tutoring in the afternoons (additional funding drawn from PPG)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Our analysis of data showed that 100% of children made good or very good progress and were moving towards closing the gap.</p>	<p>2</p>

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

Budgeted cost: £39 648

X4pms FSW- £13 000

X3 weeks DHT- £7012

X3 weeks curriculum lead- £5836

X1 day per week SENDCO- £10500

Behaviour shop- £300

Enrichment funding- £3000 (residential etc)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Whole school training</p> <p>Termly moderation and pupil progress meetings led by DHT Regular discussions with SENDCo for any pupils not making expected progress</p>	<p>Evidence shows that teachers need to fully understand pupils learning journey, so teaching can be adapted quickly to close gaps.</p> <p>Accurate assessment its key.</p>	<p>1,2,3,5</p>
<p>Whole school training on expectations around transcription skills</p> <p>Opportunities throughout the curriculum to apply skills</p> <p>Opportunity around school to develop fine and gross motor control</p>	<p>Evidence shows that pupils with good transcription skills will be able to write better.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/educationevidence/guidance-reports/literacyks2&utm_medium=search&utm_campaign=sit_e_search&search_term=wr</p>	<p>3</p>
<p>Ensure a language rich environment</p>	<p>Oral language which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds. A focus on oral language skills will have benefits for both reading and writing.</p>	<p>1,2</p>
<p>Enrichment opportunities for all pupils</p>	<p>There is extensive evidence associating childhood social and emotional skills with attendance, behaviour, progress and attainment</p>	<p>4</p>



<p>Support from pastoral team to enable all pupils to engage with their learning</p> <p>Support targeted to families to improve attendance and punctuality</p>	<p>Improved outcomes at school and in later life</p> <p>(e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>All</p>
<p>To support pupils to make accelerated progress using the school led tuition</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Contingency fund</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £162 603

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Aim	Outcome 2022-2023	Outcome 2023-2024
Reading	<p>Whole school progress 100% of PPG pupils have made progress compared with 99% NPPG. With a diff of 1% groups of pupils are broadly in line.</p> <p>Whole school attainment</p> <p>54% of PPG are at ARE compared to 76% of NPPG. Difference of -22%</p>	<p>Whole school progress 81% of PPG pupils have made progress compared with 84% NPPG. With a diff of -3% groups of pupils are broadly in line.</p> <p>Whole school attainment</p> <p>56% of PPG are at ARE compared to 76% of NPPG. Difference of -20%</p> <p>Year 6 data: Whole school EXP+ 80% PPG EXP+ 72%</p>
Writing	<p>Whole school progress 100% of PPG pupils have made progress compared with 98% NPPG. With a diff of 2% groups of pupils are broadly in line.</p> <p>Whole school attainment</p> <p>36% of all disadvantaged pupils have met the expected + standard in writing.</p> <p>36% of disadvantaged pupils who have been with us from the start met the expected standard + in writing.</p>	<p>Whole school progress 76% of PPG pupils have made progress compared with 84% NPPG. With a diff of -8% groups of pupils are broadly in line but gap is increasing</p> <p>Whole school attainment</p> <p>45% of all disadvantaged pupils have met the expected + standard in writing.</p> <p>45% of disadvantaged pupils who have been with us from the start met the expected standard + in writing.</p> <p>50% of disadvantaged pupils who have not been with us from</p>

	<p>35% of disadvantaged pupils who have not been with us from the start met the expected standard + in maths.</p> <p>54% of disadvantaged pupils who have been with us since the start of the key stage have met the expected standard + in English.</p>	<p>the start met the expected standard + in maths.</p> <p>58% of disadvantaged pupils who have been with us since the start of the key stage have met the expected standard + in English.</p> <p>Year 6 data:</p> <p>Whole school EXP+ 83%</p> <p>PPG EXP+ 64%</p>	
Mathematics	<p>Whole school progress</p> <p>99% of PPG pupils have made progress compared with 99% NPPG. With a diff of 0% groups of pupils are in line.</p> <p>Whole school attainment</p> <p>64% of all disadvantaged pupils have met the expected + standard in maths.</p> <p>68% of disadvantaged pupils who have been with us from the start met the expected standard + in maths</p> <p>53% of disadvantaged pupils who have not been with us from the start met the expected standard + in maths.</p> <p>75% of disadvantaged pupils who have been with us since the start of the key stage have met the expected standard + in maths.</p>	<p>Whole school progress</p> <p>73% of PPG pupils have made progress compared with 84% NPPG.</p> <p>Difference of -11%</p> <p>Whole school attainment</p> <p>52% of all disadvantaged pupils have met the expected + standard in maths.</p> <p>54% of disadvantaged pupils who have been with us from the start met the expected standard + in maths</p> <p>53% of disadvantaged pupils who have not been with us from the start met the expected standard + in maths.</p> <p>39% of disadvantaged pupils who have been with us since the start of the key stage have met the expected standard + in maths.</p> <p>Year 6 data:</p> <p>Whole school EXP+ 91%</p> <p>PPG EXP+ 86%</p>	
Phonics	<p>44% of PPG achieved the expected level compared to 83% of NPPG.</p> <p>Difference of -39%</p>		

	<p>44% of children in receipt of PPG achieved the expected standard by the end of Y2</p> <p>11% of children in receipt of PPG are also on the SEN register.</p> <p>44% of children in receipt of PPG achieved the expected standard in phonics by the end of Y1</p> <p>31% of children in receipt of PPG are also on the SEN register.</p>		
Other	<p>Behaviour incidents are monitored and there has been a calm atmosphere in school.</p> <p>68% of disadvantaged pupils receiving catch up tuition achieved the exp+ standard in maths.</p> <p>83% of disadvantaged pupils receiving catch up tuition made expected or above progress.</p> <p>45% of disadvantaged pupils receiving catch up tuition made better than expected progress-closing the gap.</p> <p>94% of children in receipt of PPG attended the residential.</p>		

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.