



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 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	Lark Hall Infant and Nursery Academy
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	33.3%
Academic year/years that our current pupil premium strategy plan covers (2 year plans are recommended)	2024/2025 and 2025/2026
Date this statement was published	31.12.2024
Date on which it will be reviewed	December 2025
Statement authorised by	R Lane
Pupil premium lead	M Booth
Governor / Trustee lead	S Boden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,440.00 based on 28 children
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Accounts not finalised yet
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	£401,401.94 based on 84 pupils

Part A: Pupil premium strategy plan

Statement of intent

At Lark Hall Infant and Nursery Academy, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. There can be a number of barriers for pupil premium children and we understand that one size does not fit all. Teaching staff are involved in the analysis of data and identification of pupils' needs, so that they are fully aware of the strengths and weaknesses across the school.

Based on research our Pupil Premium strategy will focus on a small number of priorities which are based on strong educational evidence ensuring effective implementation. The Pupil Premium strategy will be embedded within a broader strategic implementation cycle.

We aim to narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data by helping the pupil premium children overcome the barriers they face by providing high quality teaching, support and guidance. In addition to this, we aim to provide the pupils with a rich and varied curriculum which will provide them with opportunities they may otherwise not encounter whilst also supporting and safeguarding their physical, emotional and mental wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills.
2	Poor attainment on entry to early years in all areas and slow progress rates made by pupil premium/disadvantaged pupils. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
3	Low attendance, punctuality or parental engagement issues.
4	Pupils have limited experiences beyond their home life and the immediate community.
5	Chaotic or complex family lives often with social service involvement.

6.	Low parental/carer aspiration or understanding of the developmental needs of the children e.g. the need to read at home and how this can undermine or improve the academic and career aspirations of a child.
7.	An increasing number of parents who are unable to afford the basic food and clothing needs of their children.
8.	Limited physical, social and emotional skills. A significant proportion (up to 35%) of children come into our pre-school setting at age 3 still in nappies. A significant number of children are unable to sit at a table at lunch times and are unable to use a knife and fork.

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
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing, Phonics and Maths). Those who have “fallen behind” make accelerated progress and meet or exceed prior attainment standards.	<p>End of summer 2024/2025 data will show that 90-100% of disadvantaged children have made expected progress from the previous summer.</p> <p>End of summer data will show that 10 - 20% of disadvantaged pupils will have made accelerated progress.</p> <p>To achieve GLD in Reception class close to a National Average (67.9% 2023-2024)</p> <p>For phonics to achieve at or above national average in Y1 (73% 2023-2024).</p>
<p>Disadvantaged pupils are supported to find a love for reading.</p> <p>The use of the Little Wandle program of study across the school, including the Little Wandle Rapid Recovery reading will help those who have fallen behind. Also, the aim is to engage the Year 2 children in particular, with the use of Little Wandle and Accelerated Reader- monitoring their progress and enthusiasm.</p> <p>The importance of reading is emphasised every Friday when all parents are invited in to read with their child. The take up rate is high at around 60-80% of parents attending each week.</p>	<p>Children are choosing to read. Parents are engaging with the children to read more. Parents understand the value of becoming a reader. Children are bringing in their reading books every day and are achieving a reading age higher than their years by the end of year 2.</p>

<p>Pupils and families with identified social, emotional and health needs are well supported.</p> <p>The use of a well embedded, respected and progressive PHSE scheme (Jigsaw) also give the children the opportunity to develop and talk about their physical, social and emotional welfare.</p>	<p>The Senior Leadership Team and Staff identifies and supports families and works with their children to alleviate barriers to learning. Review of engagement of these families will help determine success.</p> <p>PSHE lead will support time to talk in and out of the classroom.</p>
<p>Pupils have a breadth of experiences that enable them to contextualize their learning.</p> <p>Lark Hall will deliver an engaging, broad and varied curriculum and have invested in new schemes for R.E, history and geography.</p>	<p>Additional special event days and visitors to inspire the children e.g., farm visits, police, fire brigade, a Wonderdome, “animal man” and father Christmas.</p> <p>A highly talented music teacher provides weekly lessons for all children.</p> <p>Wellbeing of children is at the heart of everything we do. Children will not miss Art, Music or PE for intervention work. Foundation subjects will be considered equally important as core subjects so pupils have a broad and rich learning opportunities.</p>
<p>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<p>Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (approx. 95% for 2023/2024). Monitoring of attendance by the Headteacher and the SLT should facilitate this goal.</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: £15,370.00 (plus an additional £6737.00 for educational materials)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class teachers to have the opportunities to deliver quality first teaching to the high focus children. TAs to support the rest of the class teachers.	<p>Research clearly shows that the most effective person to teach the children is the class teacher.</p> <p>EEF-high-quality-teaching</p>	1, 2

Specialist music teacher to provide weekly lessons.	Research shows that arts participation has a positive impact on learning and well-being. EEF/arts-participation	2, 4
Allocation of funds towards continuing professional development (CPD) for teachers and TAs across the school.	High quality staff CPD is essential to follow EEF principles. If staff are to lead training, they are provided with additional release time. At least good teaching in all classes every day. Gov.uk -spending-the-funding EEF/effective-professional-development	1, 2

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

Budgeted cost: £ 15,530.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics specialist teacher employed to support children's reading and phonics levels.	Phonics has a positive impact overall with very and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF/phonics	1, 2

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

Budgeted cost: £ 3,803.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children to have the opportunity to engage in outside visits (e.g. Packington Farm) or have opportunities in school through visits (e.g. living eggs, ambulance, fire brigade, police or wonderdomes).	The well-being of children is integral to their academic achievements. NSPCC/promoting-mental-health-wellbeing	1, 4
A forest school experience in school every half term.	forest-schools-impact-on-young-children forestschooolsreport.pdf	1,4

Daily contact with parents at the school gate, classroom door and teacher/parent events such as “ <i>Reading Cafes</i> ” for each year group.	A good relationship with parents and their engagement supports children’s learning. EEF/social-and-emotional-learning	2, 3, 5
Headteacher to ensure parents are aware if their child’s attendance dips. Partnership with EWO. Rewards for improving and good attendance.	Research shows that poor attendance can hamper children’s chances of achieving well at school. Gov.uk -spending-the-funding gov.uk/just-one-day-off	2, 3
A free uniform shop.	We have secured a large amount of school uniform which is available for free for those children who are not clothed correctly or whose parents cannot afford the additional uniform. Over and above this we have provided every child with a book bag. Parents/guardians and children should not face the stigma of not being able to afford the school uniform which gives a child a sense of “belonging”. The Education Hub 2023 https://educationhub.blog.gov.uk/2023/07/24/school-uniform-how-much-does-it-cost-and-what-financial-support-is-available/	1,6, 7
Regular achievement assemblies	To encourage the child and their parent’s /carers to recognise their success and to build on this to raise aspirations and belief. <i>“To show that everyone is capable of achieving. To help children to understand that every achievement is valued by those who care about us no matter how small”</i> https://www.assemblies.org.uk/pri/116/achievement	6
To have an active and well supported PTA who give the children a range of experiences.	Enabling the school to fund extra activities and to give the children experiences they might not ordinarily have e.g. a Santa Claus visits, Easter parades, Christmas and Summer fares. <i>“A PTA is a Parent Teacher Association, an organisation with a mission to make the school a better place for children to learn. St James’ Primary PTA brings together parents, teachers and children to raise funds and</i>	3,4, 7

	<p><i>strengthen the school community. Money raised is usually spent on things that the school budget does not cover.”</i></p> <p>https://educationhub.blog.gov.uk/2021/06/24/what-do-ptas-do-and-why-should-you-join-one-pta-members-answer-your-questions/</p> <p>The Education Hub</p>	
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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
Purple Mash- Computing	http://www.purplemash.com/
TTRockstars -Times tables	http://.trockstars.com
Myon Accelerated Reader -Reading and assessment	http://www.renlearn.co.uk accelerated reader/ar-research
Little Wandle -phonics	http://www.littlewandle
Jigsaw PHSE	https://www.jigsawphse.com/home
Sing Up	https://www.singup.org
Complete PE	https://www.completepe.com/

Total budgeted cost: £41,440.00

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 2023 to 2024 academic year.

Key areas of impact

- Attendance remains above the current National level at around 95%
- Delivery of a broad and balanced curriculum which helps to raise aspirations of pupil premium children
- Embedding a love of reading in the pupil premium children by emphasising its value and putting reading at the forefront of the curriculum *“Adults promote pupils’ love of reading well”*. Ofsted December 2021
- Development and embedding a rich language and approach to writing by integrating “Drawing Club” and “The Write Stuff” approach.

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Programme	Provider
Purple Mash- Computing	http://www.purplemash.com/
TTRockstars -Times tables	http://.trockstars.com
Myon Accelerated Reader -Reading and assessment	http://www.renlearn.co.uk accelerated reader/ar-research
Little Wandle -phonics	http://www.littlewandle
Jigsaw PHSE	https://www.jigsawphse.com/home
Sing Up	https://www.singup.org
Complete PE	https://www.completepe.com/

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	