



Pupil premium strategy statement

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
School name	Lark Hall Infant and Nursery Academy
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	40.5%
Academic year/years that our current pupil premium strategy plan covers (2 year plans are recommended)	2025/2026; 2026/2027
Date this statement was published	31.12.2026
Date on which it will be reviewed	December 2027
Statement authorised by	R Lane
Pupil premium lead	J Coleman
Governor / Trustee lead	S Boden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,700.00 based on 24 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	£52,700.00

Part A: Pupil premium strategy plan

Statement of intent

At Lark Hall Infant and Nursery Academy, our intention is to ensure that every pupil receives the very best education and is supported to reach their full potential, regardless of their background or individual circumstances. We recognise that disadvantaged pupils may face a range of barriers to learning and that a one-size-fits-all approach will not meet every pupil's needs. Staff therefore use assessment information and professional knowledge to identify individual strengths, needs and areas for development.

Our Pupil Premium strategy aims to ensure that disadvantaged pupils make strong progress from their individual starting points and achieve well across the curriculum. We focus on high-quality teaching, targeted academic support and wider pastoral strategies, with provision regularly monitored and adapted where necessary.

Our approach is informed by educational research and focuses on a small number of carefully selected priorities. We are also committed to providing a broad and enriching curriculum, alongside support for pupils' physical, emotional and mental wellbeing, helping disadvantaged pupils to develop confidence, resilience and the skills they need to thrive.

Challenges

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

Challenge number	Detail of challenge
1	Ensure disadvantaged pupils make progress in writing that is comparable with their non-disadvantaged peers and reduce the attainment gap between the two groups.
2	Ensure disadvantaged pupils make strong and sustained progress from their individual starting points, in line with their non-disadvantaged peers.
3	Ensure disadvantaged pupils experiencing challenges relating to home circumstances, mental health and emotional wellbeing, attendance and engagement with learning receive appropriate support to overcome barriers and achieve well.

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
Improved writing attainment among disadvantaged pupils.	Narrow the gap between disadvantaged and non-disadvantaged pupils. This will be measured through teacher assessment in writing, alongside regular assessment and tracking of progress and attainment to identify pupils who are not making expected progress and ensure that appropriate support and interventions are implemented.
Improved progress for disadvantaged pupils at the end of KS2.	Regularly analyse reading and maths data to monitor the progress and attainment of disadvantaged pupils and identify any gaps between disadvantaged and non-disadvantaged pupils. Implement targeted interventions where needed to support pupils who are falling behind and ensure they make expected or accelerated progress.
Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Improved levels of wellbeing for disadvantaged pupils demonstrated by: • Positive qualitative feedback from pupil voice, pupil and parent/carers surveys, and teacher observations. • Increased participation of disadvantaged pupils in extra-curricular activities and enrichment opportunities. • SEMH interventions provided where appropriate to support pupils' emotional wellbeing, resilience and engagement with learning. • Evidence of improved confidence, emotional regulation and positive attitudes towards learning.
Reduce persistent absence and increase attendance for disadvantaged children.	• Regularly monitor attendance data for disadvantaged pupils and implement targeted interventions promptly for pupils who are persistently absent,

	working closely with families to improve attendance and reduce persistent absence.
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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: £15,671

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.	Research clearly shows that the most effective person to teach the children is the class teacher. EEF-high-quality-teaching	1, 2, 3
Continued subscription to Times Table Rockstars.	Times Table Rockstars is a tool for monitoring and managing children's times tables. You can identify which times tables specific children are struggling with and put an intervention in place if needed. https://trockstars.com/	2, 3
Continued subscription to Star Reader and Star Maths to aid the quick identification of children needing support, as well as using accelerated reader as a reward system to subsequently encourage regular reading.	Accelerated Reader (AR) is a tool for monitoring and managing independent reading practice. A wealth of data is routinely collected about children's reading skills as part of the AR tool. Also, pupils who use AR tend to enjoy reading more, read more often, read a greater variety of fiction texts and think more positively about reading than their peers who do not use AR. https://www.renlearn.co.uk/accelerated-reader/ar-research/	2, 3
Specialist music teacher to provide weekly lessons.	Research shows that arts participation has a positive impact on learning and well-being. EEF/arts-participation	3

Allocation of funds towards the 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	2, 3
Purchase of 'No More Marking' for writing assessments.	The use of No More Marking enables each year group to participate in a national writing assessment twice a year. These assessments are externally and internally marked, providing regular opportunities to monitor and track the progress and attainment of each pupil in writing. https://www.nomoremarking.com/	1
Purchase of Kinetic Letters handwriting programme	The use of Kinetic Letters is to raise standards across handwriting. The EEF's <i>Improving Literacy in Key Stage 2</i> guidance states that pupils' handwriting needs to become automatic so that they can concentrate on the content of their writing. https://educationendowmentfoundation.org.uk/news/speed-and-fluency-as-important-as-accuracy-for-good-writing?	1

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

Budgeted cost: £32,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class teachers to have the opportunity to deliver quality first interventions to the high focus children, including targeted support for pupil premium children.	Research shows the quality of the teaching in small groups may be as, or more important than, the precise group size. In addition, the average impact of the small group tuition is four additional months' progress, on average, over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3

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, 3
Targeted intervention sessions will be provided for disadvantaged pupils who require additional support in reading, writing or maths. Interventions will be delivered in groups by a trained teaching assistant, with progress monitored regularly to assess their impact.	Research focusing on teaching assistants delivering one-to-one or small-group targeted interventions indicates a positive impact of around four to six months' additional progress, on average. These interventions are often based on clearly structured approaches, with teaching assistants receiving appropriate training to deliver them effectively.	1, 2, 3

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

Budgeted cost: £6,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
All year groups will participate in at least one school trip during the academic year. Additional special event days will take place, including visitors to inspire the children.	The well-being of children is integral to their academic achievements and is at the heart of everything we do. EEF/social-and-emotional-learning	3
Providing children with special event days. For example, animal man.	A study from EEF found 'additional gains' in non-cognitive outcomes such as teamwork, social responsibility, aspirations, self-confidence and resilience among participating children in structured extra-curricular activities. https://www.officeforstudents.org.uk/for-providers/equality-of-opportunity/effective-practice/the-education-endowment-foundation-children-s-university/	3

Daily contact with parents at the school gate, classroom door and teacher/parent events such as “Reading Cafes” for each year group.	A good relationship with parents and their engagement supports children’s learning. EEF/social-and-emotional-learning	3
Head Teacher to ensure parents are aware if their child’s attendance dips. Working in partnership with local Educational Welfare Officer. Incentives, rewards for improving attendance.	Research shows that poor attendance can negatively impact children’s chances of achieving well at school. Gov.uk -spending-the-funding gov.uk/just-one-day-off	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. 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/	3
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	1, 2, 3

Total budgeted cost: £55,651

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

1. Some pupils require additional support to develop emotional regulation, resilience, focus and positive learning behaviours

- Provided targeted SEMH and pastoral interventions for disadvantaged pupils requiring additional support with emotional regulation, resilience and positive behaviour.
- Developed pupils' ability to self-regulate through sensory circuits, structured classroom routines and targeted support, helping pupils to engage more positively with learning.
- Continued to provide staff with strategies and support to identify pupils who require additional help with their emotional wellbeing and learning behaviours.

2. Low attendance and punctuality

- Regularly monitored attendance and punctuality data for disadvantaged pupils, enabling pupils and families requiring additional support to be identified quickly.
- Worked closely with families and external agencies to provide targeted support and interventions where attendance has been a concern.
- Provided encouragement, incentives and recognition to promote improved attendance and punctuality among disadvantaged pupils.

3. Attainment levels below Age Related Expectations and slow progress rates made by pupil premium / disadvantaged children. The children can have gaps and misconceptions and find it difficult to retain / recall prior knowledge.

- Regularly analysed assessment data in reading, writing and maths to identify gaps in knowledge and pupils who are not making expected progress.
- Provided targeted intervention sessions for disadvantaged pupils requiring additional support in reading, writing and maths, with progress monitored regularly.
- Used STAR Reading and STAR Maths assessments to identify gaps in knowledge and monitor progress over time.

4. Complex home and family circumstances; social service involvement

- Continued to provide strong safeguarding and pastoral support for disadvantaged pupils experiencing complex home or family circumstances.
- Worked closely with parents, carers, social services and other external agencies to ensure that appropriate support is provided for vulnerable pupils.
- Monitored the wellbeing, attendance and engagement of pupils experiencing challenging circumstances and responded promptly where additional support was required.

5. Lack of aspiration and self-belief

- Provided disadvantaged pupils with increased opportunities to participate in extra-curricular activities, educational visits and enrichment experiences.
- Offered opportunities for disadvantaged pupils to take on leadership responsibilities within school, helping to develop confidence, independence and a sense of responsibility.
- Provided opportunities for pupils to develop new skills and interests, including music, sporting activities and wider enrichment opportunities.

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	www.purplemash.com/
TTRockstars Times tables	www.ttrockstars.com
MyOn Accelerated Reader Reading and assessment	www.myon.co.uk/index.html
Little Wandle Phonics	www.littlewandle.com
Jigsaw PHSE	www.jigsawphse.com/home
Sing Up	www.singup.org
Complete PE	www.completepe.com/
Kinetic Letters	www.kineticletters.com/
Kapow DT	www.kapowprimary.com
No More Marking English	www.nomoremarking.com
Renaissance	https://www.renaissance.com