



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	89
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 and 2022/2023 and 2023/2024
Date this statement was published	2.11.2021
Date on which it will be reviewed	November 2022
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	£47,075.00 based on 35 children
Recovery premium funding allocation this academic year	£4,930.00 £145 per eligible child
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	£347,095.70 85 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.

Research has shown that disadvantaged pupils have been worst affected by partial closures and that the attainment gap has grown as a result of national lockdowns.
<https://educationendowmentfoundation.org.uk/news/new-eef-publishes-new-research-on-the-impact-of-the-pandemic-on-key-stage-1-pupils-attainment>
<https://epi.org.uk/publications-and-research/new-research-examines-the-impact-of-the-pandemic-on-disadvantage-gaps-funded-by-the-nuffield-foundation/>

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 their 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 and punctuality issues.

4	Pupils have limited experiences beyond their home life and immediate community.
5	Chaotic family lives and social service involvement.

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 2022 and 2023 data will show that 95-100% 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>For phonics achieve at or above national average in Y1.</p>
Disadvantaged pupils are supported to find a love for reading.	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 everyday and are achieving a reading age higher than their years by the end of year 2.
Pupils and families with identified social, emotional and health needs are well supported.	<p>Family Support worker 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.</p>	<p>Weekly opportunities for forest school for children.</p> <p>Additional special event days and visitors to inspire the children.</p> <p>Highly talented music teacher to provide weekly lessons for all children.</p> <p>Wellbeing of children is at the heart of everything we do. Children will not miss forest school. Art, Music or PE for intervention work.</p>
All disadvantaged pupils will meet national expectations for attendance/persistence absence.	Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%).

	Monitoring of attendance by FSW and Headteacher should facilitate this goal.
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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: £ 1877.00

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 with rest of class teachers.	Research clearly shows that the most effective person to teach the children is the class teacher. EEF-high-quality-teaching	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: £ 25,971.00

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 (+5months) with very extensive evidence 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: £ 19,227.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest school sessions provided by highly qualified forest school specialist.	The well being of children is integral to their academic achievements. forest-schools-impact-on-young-children forestschooolsreport.pdf NSPCC/promoting-mental-health-wellbeing	1, 4
Family support worker to work with families and children that are struggling.	A good relationship with parents and their engagement supports children's learning. EEF/social-and-emotional-learning EEF/parental-engagement	2, 3, 5
Headteacher and FSW 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

Total budgeted cost: £47,075.00

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Key areas of impact

- Appointment of forest school teacher.
- Parent satisfaction was very high during lockdown and Covid-19 pandemic restrictions.
- Family Support worker was still able to very effectively support and help vulnerable families during the year.
- Disadvantaged children were offered places in school during lockdown.
- Reading corners set up in each classroom and library reorganised to ensure phonics books shared in correct order ready for September 2021.

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
Seesaw (online platform)	https://web.seesaw.me
TTRockstars	Play.ttrockstars.com