



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 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	38%
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	15.11.2022
Date on which it will be reviewed	14 th 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	£47,090.00 based on 76 children
Recovery premium funding allocation this academic year	£5,075.00 £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	£367,134.94 89 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. Ultimately, the desire is to see that all children who are considered disadvantaged are provided with the support to ensure that they have an equal opportunity to succeed and reach their full potential.

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, narrow experiences of life beyond their home life and immediate community.
5	Chaotic family lives and social service involvement.
6	Low aspirations of parents and carers.

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>We aspire to ensure that by the end of 2022 and 2023 our data will show that 95-100% of disadvantaged children have made expected progress from the previous summer.</p> <p>We aspire to ensure that by the end of 2022 and 2023 data will show that 10 -20% of disadvantaged pupils will have made accelerated progress.</p> <p>For phonics, we aspire to achieve figures at or above national average for our Y1 children.</p>
Disadvantaged pupils are supported to find a love for reading.	<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 encouraged to bringing in their reading books every day and many are achieving a reading age higher than their aged expected by the end of year 2.</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 e.g. farm trips and a planetarium.</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 the attendance officer and the Head teacher 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: £ 18,370.02

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
Continued subscription to Star Reader and Star Maths to help identify children who need additional support in reading and maths.	Star Reader and Star maths is diagnostic assessment which helps identify the capabilities of a child and provide an age related assessment of a child's attainment against National expectations (via a standardised score). This tool also helps to monitor progress over time supporting the teacher's ability to quickly identify those children who are not making expected progress. https://www.renlearn.co.uk/accelerated-reader/ar-research/	2

Introducing and developing “The Write Stuff” developed by Jane Considine in English lessons.	The Write Stuff is focused on providing the children with a vocabulary rich vehicle of teaching grammar, writing and selling writing. https://www.janeconsidine.com/	1,2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 20,158.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics specialist teacher employed to support children’s reading and phonics levels and to provide daily, focused 1:1 or small group phonics support to those children who are struggling to develop age appropriate reading skills.	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. The ability to read/phonetically decode age appropriate text gives a child the ability to read independently and develop a love of reading without -necessarily- the support of an adult. Additionally, the ability to read enables a child read for a wider purpose as we deliver our broad curriculum. EEF/phonics	1, 2,4,6

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

Budgeted cost: £ 6,128.92

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
Head teacher and attendance officer ensure parents are aware if their child’s attendance dips. Partnership with EWO.	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

Rewards for improving and good attendance.		
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Educational Materials

Budgeted cost: £ 2,432.86

Specific resources and materials invested in:

Book bags for each child,

Accelerated Reader to assess children’s understanding of a text and to reward success for reading.

NELI, A trained member of school staff (a teaching assistant) delivers three small group sessions and two individual sessions to a targeted group of around 3-6 pupils for 20 weeks.

Little Wandle phonics scheme

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 21-22 academic years.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and **2020 to 2022 results** will not be used to hold schools to account.

Key areas of impact

- Phonics and reading remains a high priority of the school and significant investment has been made not only in teaching staff but also resources to elevate reading attainment and to help develop a love of reading. *“Adults promote pupils’ love of reading well. Pupils read every day. Teachers make sure that pupils read books that match their reading skills. Year 2 pupils enjoy completing quizzes when they have finished a book.”(Ofsted Report December 2021).* *“Staff regularly check the sounds the children know so that if a child is in danger of falling behind, adults quickly help them to catch up. For example, the specialist phonics teacher helps children to recall and repeat the letter sounds they know. This builds children’s knowledge and gives them a sense of achievement.” (Ofsted Report December 2021).*
- Reading corners set up in each classroom and library reorganised to ensure phonics books shared in correct order ready from September 2022.
- Continued employment of a forest school teacher.
- Parent satisfaction is very restrictions. *“Parents are overwhelmingly positive about the school.” (Ofsted Report December 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
Times Table Rockstars	Play.ttrockstars.com
Jigsaw -PHSE	https://jigsawpshe.com/home
National Online Safety	https://nationalonlinesafety.com/

