



## 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	85
Proportion (%) of pupil premium eligible pupils	35.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>2 year plans are recommended</b> )	2024/2025; 2025/2026
Date this statement was published	31.12.2025
Date on which it will be reviewed	December 2026
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	£45,450.00 based on 30 children
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Accounts not finalised yet
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£45,450.00  85 pupils

# Part A: Pupil premium strategy plan

## Statement of intent

At Lark Hall Infant and Nursery Academy, we hold high aspirations for all our pupils and are committed to enabling every child to fulfil their potential. We recognise that disadvantaged pupils may face a range of challenges and that a single approach will not meet the needs of every learner. For this reason, teaching staff play an active role in analysing data and identifying individual pupil needs, ensuring a thorough understanding of both strengths and areas for development across the school.

Our Pupil Premium strategy is informed by robust educational research and will concentrate on a small number of carefully selected priorities, each supported by strong evidence and implemented with precision. This strategy forms part of a wider, ongoing cycle of strategic planning and review.

Our overarching aim is to reduce the attainment gap between disadvantaged pupils and their peers, both nationally and within the school, by helping Pupil Premium children to overcome the barriers they face. We will achieve this by providing high-quality teaching, targeted support and purposeful guidance. Furthermore, we are committed to delivering a rich and diverse curriculum that offers experiences pupils may not otherwise encounter, while also promoting 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	Some pupils require additional support to develop emotional regulation, resilience, focus and positive learning behaviours.
2	Low attendance and punctuality issues.
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.
4	Complex home and family circumstances; social service involvement.
5	Lack of aspiration and self-belief that they can achieve and have high expectations.

## 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.	<ul style="list-style-type: none"> <li>• Data at end of academic year will show that disadvantaged children match the data of their peers.</li> <li>• End of summer data will show that 10 -20% of disadvantaged pupils will have made accelerated progress.</li> <li>• To achieve GLD in Reception class close to a National Average</li> <li>• For phonics to achieve at or above national average in Y1.</li> </ul>
Disadvantaged pupils are supported to find a love for reading.	<ul style="list-style-type: none"> <li>• Children are choosing to read. Parents are engaging with the children to read more. Parents understand the value of becoming a reader.</li> <li>• Gives teachers the opportunity to encourage reading for pleasure at home.</li> <li>• 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.</li> <li>• 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.</li> <li>• Increase the number of parents attending reading club on a Friday afternoon.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• The Senior Leadership Team and Staff identifies and supports families and works with their children to alleviate barriers to learning.</li> <li>• Review of engagement of these families will help determine success.</li> <li>• PSHE lead will support time to talk in and out of the classroom.</li> </ul>
Pupils have a breadth of experiences that enable them to contextualize their learning. Lark Hall will deliver an engaging, broad and varied curriculum	<ul style="list-style-type: none"> <li>• Additional special event days and visitors to inspire the children e.g., farm visits, police, fire brigade, a</li> </ul>

and have invested in new schemes for R.E, history and geography.	<p>Wonderdome, “animal man” and father Christmas.</p> <ul style="list-style-type: none"> <li>• A highly talented music teacher provides weekly lessons for all children.</li> <li>• Wellbeing of children is at the heart of everything we do. Children will not miss Art, Music or PE for intervention work.</li> <li>• Foundation subjects will be considered equally important as core subjects so pupils have a broad and rich learning opportunities.</li> </ul>
All disadvantaged pupils will meet national expectations for attendance/persistent absence.	<ul style="list-style-type: none"> <li>• Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (approx. 95% for 2023/2024).</li> <li>• Monitoring of attendance by the Headteacher and the SLT help support progress to this goal.</li> </ul>

## 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: £11,792.00 (plus an additional £4,294.00 for educational materials)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding towards after school clubs for disadvantaged children.	All pupil premium children are offered a space in after school clubs (for example, sport clubs, art clubs) at no charge. <a href="#">Nuffield Research</a>	5
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. <a href="#">EEF-high-quality-teaching</a>	1, 2, 3, 5
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	3

	tables specific children are struggling with and put an intervention in place if needed. <a href="https://trockstars.com/">https://trockstars.com/</a>	
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. <a href="https://www.renlearn.co.uk/accelerated-reader/ar-research/">https://www.renlearn.co.uk/accelerated-reader/ar-research/</a>	3
Specialist music teacher to provide weekly lessons.	Research shows that arts participation has a positive impact on learning and well-being. <a href="#">EEF/arts-participation</a>	1, 2, 4, 5
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. <a href="#">Gov.uk -spending-the-funding</a> <a href="#">EEF/effective-professional-development</a>	1, 2, 3, 4, 5

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

Budgeted cost: £25,899

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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 3, 4, 5

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. <a href="#">EEF/phonics</a>	3
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,465.00

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. <a href="#">EEF/social-and-emotional-learning</a>	1, 4, 5
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. <a href="https://www.officeforstudents.org.uk/providers/equality-of-opportunity/effective-practice/the-education-endowment-foundation-children-s-university/">https://www.officeforstudents.org.uk/providers/equality-of-opportunity/effective-practice/the-education-endowment-foundation-children-s-university/</a>	2, 3, 5
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. <a href="#">EEF/social-and-emotional-learning</a>	2, 4, 5
Head Teacher to ensure parents are aware if their child's attendance dips. Working in partnership with local Educational Welfare Officer. Incentives,	Research shows that poor attendance can negatively impact children's chances of achieving well at school. <a href="#">Gov.uk -spending-the-funding</a> <a href="#">gov.uk/just-one-day-off</a>	2

rewards for improving attendance.		
A free uniform shop.	<p>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.</p> <p>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”.</p> <p>The Education Hub 2023  <a href="https://educationhub.blog.gov.uk/2023/07/24/school-uniform-how-much-does-it-cost-and-what-financial-support-is-available/">https://educationhub.blog.gov.uk/2023/07/24/school-uniform-how-much-does-it-cost-and-what-financial-support-is-available/</a></p>	2, 4, 5
Regular achievement assemblies	<p>To encourage the child and their parent’s /carers to recognise their success and to build on this to raise aspirations and belief.</p> <p><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></p> <p><a href="https://www.assemblies.org.uk/pri/116/achievement">https://www.assemblies.org.uk/pri/116/achievement</a></p>	2, 4, 5

**Total budgeted cost: £45,450.00**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

- Delivered a broad and balanced curriculum that provided pupils with high-quality, engaging learning experiences, developing their knowledge and skills across all subjects.
- A specialist phonics teacher, supported by the Little Wandle phonics scheme, enabled disadvantaged pupils to make strong progress in reading.
- A specialist music teacher ensured every child had the opportunity to learn and experience a musical instrument—often for the first time.
- Attendance was closely monitored by the headteacher, with timely interventions implemented for pupils experiencing difficulties with regular attendance.
- Maintained a strong, collaborative relationship with social workers to support pupils and families effectively.
- Safeguarding and pastoral care remained our top priority, with families receiving guidance and support whenever needed.
- Children were able to attend a wide variety of trips and there were many visitors to Lark Hall.
- Increased opportunities for structured talk in lessons, such as talk partners, drama activities, and guided group discussions, ensuring disadvantaged pupils developed stronger communication skills across the curriculum.
- Strengthened early language support through high-quality classroom environments rich in vocabulary, including the use of visual supports, language mats and pre-teaching of key words to help pupils access learning more independently.

### 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	<a href="http://www.purplemash.com/">www.purplemash.com/</a>
TTRockstars Times tables	<a href="http://www.ttrockstars.com">www.ttrockstars.com</a>
Myon Accelerated Reader Reading and assessment	<a href="http://www.myon.co.uk/index.html">www.myon.co.uk/index.html</a>
Little Wandle Phonics	<a href="http://www.littlewandle.com">www.littlewandle.com</a>
Jigsaw PHSE	<a href="http://www.jigsawphse.com/home">www.jigsawphse.com/home</a>



Sing Up	<a href="http://www.singup.org">www.singup.org</a>
Complete PE	<a href="http://www.completepe.com/">www.completepe.com/</a>
Kinetic Letters	<a href="http://www.kineticletters.com/">www.kineticletters.com/</a>
Kapow DT	<a href="http://www.kapowprimary.com">www.kapowprimary.com</a>
No More Marking English	<a href="http://www.nomoremarking.com">www.nomoremarking.com</a>