

Larkfield Primary School

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Larkfield Primary
Number of pupils in school	256
Proportion (%) of pupil premium eligible pupils	22.2% (57)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 28
Date this statement was updated	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Julian Ward Headteacher
Pupil premium lead	Jan Flynn Pupil Premium Lead
Governor lead	Maggie Ramsay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 86,355
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 86,355

Part A: Pupil premium strategy plan

Statement of intent

At Larkfield, our mission is:

‘For all our children to enjoy successful learning in a safe and happy environment’

Enjoy- Learn -Succeed

We are committed to ensuring that teaching and learning opportunities meet the needs of all pupils and allow them to make progress and achieve to the best of their ability.

Nationally, pupils classed as disadvantaged achieve academic outcomes which are lower than their non - disadvantaged peers. It is our aim to support disadvantaged children, having ambition for all including those who are already high attaining pupils, to make good progress across all subject areas.

We aim to, year on year, reduce the gaps between the outcomes for our disadvantaged children and those who are not, in terms of both their academic achievements and their social and emotional development.

We will also consider the challenges faced by vulnerable pupils. The actions we have outlined in this statement are also to support their needs, regardless of whether they are disadvantaged or not.

In order to support this endeavour, we are also looking to improve attendance, family support and engagement whilst further developing the skills of the staff and the children; extending opportunities for all children to take part in shared experiences.

For all our children, we are determined to lower levels of anxiety, increase self-awareness of emotions and improve self-esteem and resilience.

Our strategy will be regularly monitored and reviewed termly and be closely linked to other school plans including the School Improvement Plan.

The impact of the strategy will be evaluated by frequent formative and summative assessment and we will respond promptly to any emerging needs and adopt a whole school approach in which *all* staff take responsibility for the outcomes of all children who are disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by some disadvantaged children. Some children have gaps and misconceptions and often find it difficult to retain /recall prior knowledge. Many children have significant communication problems and difficulty in expressing themselves and in understanding others - these are evidenced by baseline assessments in Reception children as well as other specific assessments completed by teachers through Key Stage One and Two classes.
2	Assessments in July and December 2025 have indicated that there is a gap in outcomes in Reading in Year Groups 1 -6. The Sounds Write phonics programme is implemented in Reception and Key Stage 1 and has been continued in Year 3 dependent on need. A new reading program has been trialled in Years 1 and 2 with positive results and will now also be rolled out across Key Stage 2 classes.
3	<p>Pupils and their families with social and emotional difficulties, including medical and mental health issues.</p> <p>Currently 80% of our children and families in receipt of Early Help or similar are also disadvantaged.</p> <p>27.1% of disadvantaged children are in receipt of an Early Help plan or similar.</p> <p>We recognise that some families require additional support frameworks.</p>
4	Pupils with limited experiences beyond their home life and immediate community. They do not take part in trips or visits outside school that enable them to develop a wider general knowledge and wider use of language and vocabulary. This is evidenced by professional judgements and reflected in learning outcomes across the curriculum.
5	<p>Attendance and punctuality: our overall attendance data for 2024-25 was 94.82%. The attendance of disadvantaged children was less than 1% lower than for non-disadvantaged children. (94.15%)</p> <p>Attendance and punctuality remains a strong focus within school with a target of 96% attendance for both disadvantaged and non – disadvantaged children in order to maximise learning opportunities for all our children.</p>

	Attendance	2023-24	2024 - 25	2025-26
	All Children	95.11%	94.82%	95.41%
	Disadvantaged	95.09%	94.15%	95.19%
	SEN	93.86%	92.7%	93.99%
	Disadvantaged & SEN	90.3%	92.98%	94.86%

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
To meet the expected standard in Phonics Screening Check at the end of Y1	Proportion of disadvantaged pupils achieving the PSC to be in line or above the national average for non - disadvantaged pupils.
To meet the expected standard at the end of KS2 (RWM Combined)	Proportion of disadvantaged pupils achieving RWM combined to be in line with non - disadvantaged pupils. All pupils achieving RWM combined to be in line or above national data for non - disadvantaged pupils.
To make expected progress in Reading at the end of KS2 To make expected progress in Writing at the end of KS2 To make expected progress in Mathematics at the end of KS2	Achieve expected progress or above (KS2 Reading) Achieve expected progress or above (KS2 Writing) Achieve at expected progress or above (KS2 Mathematics)

To achieve expected levels or above on STAR Reading assessments (Year 1 – Year 5)	Disadvantaged pupils to close the gap / be in line with non- disadvantaged pupils
To achieve and sustain improved wellbeing and social & emotional skills for all pupils in our school, particularly our disadvantaged pupils; to alleviate barriers to learning and reduce impact on learning outcomes.	<p>Referrals made to MHST & TAS as appropriate after identification by Pastoral Lead, SENCO and Head teacher</p> <p>Pupil /parent questionnaires show that parents and children of all families including those who are disadvantaged feel supported and additional barriers alleviated where possible</p> <p>Improved and sustained levels of wellbeing in 2025/26 evidenced by: qualitative data (My Happy Mind end of module data, Thrive On Line termly assessment data.)</p> <p>Identified children engage at least 1x weekly with Pastoral Lead.</p> <p>A reduction in negative behaviour</p>
Pupils enjoy a breadth of experiences that enable them to contextualise their learning. School will deliver an engaging, broad and varied curriculum with planned trips and extra - curricular activities available to all.	<p>All children will experience a wide range of social, cultural, enrichment activities within and sometimes outside the school day.</p> <p>Children in Years 5/6 access Junior Duke award</p> <p>Identified children invited to after school and lunch time sports/activities clubs, Games Club, Card Club, Arts and Crafts Club, The Lunch Hub.</p> <p>Disadvantaged children enabled to access Y6 residential visit.</p>
Improved attendance and punctuality of all children including disadvantaged children	Monitoring of attendance and punctuality by Head teacher and Attendance Lead leads to a sustained

	<p>increase in dis-advantaged pupils' attendance and learning opportunities and a decrease in persistent absence.</p> <ul style="list-style-type: none"> • Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%) • The gap between disadvantaged and non-disadvantaged absences has reduced. • The rate of overall absence will be in the lowest 20% of schools with similar level of deprivation. • The percentage of <i>all</i> pupils who are persistently absent to be below 8% a reduction of 5.2% on July 2025 data
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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: £22,000 (circa)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of funds for Maths (White Rose Premium Resources) to ensure Quality First Teaching with effective feedback in all classes everyday.	EEF +6	1,2
Develop the skill sets of children through specialist teaching during swimming and music sessions led by subject specialists	The Government believes that all children, regardless of background, should have access to a high-quality music education, should understand their options, and be supported to make progress. Qualified swimming instructors will lead all swimming sessions. Swimming EEF +2 Music EEF +3	1,4 1,4
Directed Time sessions to develop understanding of Trauma Informed Practice and the effects of trauma on child behaviour.	EEF +3	1,2,3,4,5
Subscription to Star Reading/ Accelerated Reader /Bedrock	EEF +6	1,2
Subscription to Star Maths / TTRS (Collaborative Learning Approaches)	EEF +5	1,2

Trial of Jigsaw Maths Program (Reception /Year 1) & staff training (Directed Time sessions)	EEF +5	1,2
ASD / ADHD provision and environment audit and support by LA SEN team.	EEF +7	1,2,3
Autism Training for all staff (CPD)	EEF+4	1,2,3
Subscription to Literacy Gold	EEF +4	1,2
Subscription to IDL	EEF +4	1,2,
Mastering Number Training	EEF +5	

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

Budgeted cost: £40,000 (circa)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding an experienced teacher to work across the school providing interventions to ensure children have achieved learning objectives previously taught	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those not achieving their full potential EEF +4	1,2
Academic Mentor Support (One to One Tuition Reading and Maths)	EEF +5	1,2

Teaching Assistant in class for additional support (TA interventions)	EEF +4	1,2
Improve children's mental wellbeing and behaviour through academic and pastoral mentoring (Weekly My Happy Mind sessions, daily Happy Breathing)	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes in later life (improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>EEF +3</p>	1,2,3

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

Budgeted cost: £26,400 (circa)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support families to overcome barriers to learning; in particular attendance.	<p>Research shows that by designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage and support parents to assist their children's learning or their self-regulation, as well specific skills, such as reading.</p> <p>We recognise the impact parental and carer support can have on pupils. Throughout the year parents will be invited to a variety of events such as themed phonics mornings, mental health workshops and musical performances. This will build positive relationships between school and families and provide parents with an insight into school life for their child.</p> <p>EEF +4</p>	1,2,5

Support pupils social, emotional and behavioural needs through trauma informed practice. Developing individual behaviour plans when needed (THRIVE on line)	Directed Time sessions to support staff understanding of Trauma Informed Practice and consolidate ATTSA award training. Directed Time sessions to support Paul Dix Relationships/Behaviour policy development Developing individual behaviour plans to meet need (Thrive on line) Use of Thrive materials to determine SEMH intervention need Drawing and Talking Intervention to meet need EEF +3	1,2,3,5
Increase in wider choice of after school activities	EEF +3	3,4
Support children and families to work together to develop life skills (Junior Duke A	EEF +4	
The Lunch Hub, Card Club, Games Club, Art and Crafts Club	EEF +4	3,4
Breakfast Club if required to ensure attendance/punctuality	Research suggests that a calm regulated start to the school day with a nutritional breakfast supports learning and wellbeing throughout the day. EEF+4	1,2,3,5
Train pupil mental health champions and pupil mental health first aiders (MHST)	EEF +4 EEF +7	3,4
Support for Y6 disadvantaged to access Y6 residential.	EEF+ 5	3,4

Total budgeted cost: £86,400

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 our children in the academic year 2024 - 2025

High Quality Teaching

End of KS2 assessment data was below national data in 2025. Although these results were attributable to various cohort specific factors there is now increased emphasis on experienced high quality teaching in Key Stage 2.

Specialist teaching of music and swimming will remain as a strategy for 2025-26, 63% of pupils left Larkfield in July 2025 able to swim at least 25m.

Targeted Academic Support

After a successful trial of the Literacy Gold reading program in Key Stage 1 (an average increase of 9.6 m during Autumn Term 25) this program will now be adopted across Key Stage 2 for any child whose Reading Age is below their Chronological Age.

Academic mentoring was successfully implemented with a group of Year 6 children during the academic Year 2024-25. One child previously working Well Below in Reading achieved EXS in the national test and the entire group added significantly to both their Reading Ages and Maths Ages.

Wider Strategies

Attendance was a whole-school priority for all pupils, including our disadvantaged children. Attendance figures for the academic year shown a discrepancy of 0.67% for disadvantaged pupils (94.15%) when compared to attendance of all pupils (94.82%). Although attendance figures are strong compared to national data, we will remain focussed on our school target of 96%; closing the attendance gap and particularly focussing on reducing the number of disadvantaged PAs.

Financial support was provided to enable disadvantaged children in Year 6 to attend the residential activity holiday and children in all other year groups to take part in school trips providing access to first hand experiences and enabling pupils to flourish in differing aspects of life.

Children in Years 5 and 6 developed life skills by completing the Junior Duke Gold and Platinum awards. The awards are designed to increase children's independence, confidence and resilience by giving them a non-academic platform on which to feel success and achievement.

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
Sounds Write Phonics Programme	Sounds Write
Purple Mash	2Simple
Times Tables Rockstars	Maths Circle
IDL (Literacy and Maths)	IDLS Group
Accelerated Reader	Renaissance
Freckle Maths	Renaissance
My Happy Mind	My Happy Mind
White Rose Mathematics	Trinity MAT
Literacy Shed	Ed Shed
Easyread	DM Education

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?	Pre school IDL and Literacy Gold sessions
What was the impact of that spending on service pupil premium eligible pupils?	Increased confidence and ability to self - start when writing.