

Larchwood Primary 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	Larchwood Primary School
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	78 Children (19%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Steve Bowsher Headteacher
Pupil premium lead	Lucy Beard
Governor / Trustee lead	Mercedes Romero-Fernandez

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,035
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£134,035

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all children achieve their potential, enjoy their primary years and are given opportunities and experiences they will remember for life. Our children learn within a safe, secure and caring environment where their education, inclusion, wellbeing and social skills are promoted daily. The focus of our pupil premium strategy is to improve outcomes for all socio-economically disadvantaged pupils and to support them to achieve our aim.

We take a tiered approach to pupil premium spending, balancing **high quality teaching** with **targeted academic support** and **wider strategies**.

High quality teaching is at the centre of our approach and the primary focus is on making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving. We provide professional development to support the implementation of evidence-based approaches. Consistent high quality teaching coupled with high expectations and standards ensure that our most disadvantaged pupils make the best progress they can, while at the same time benefitting non-disadvantaged pupils.

Our broad and balanced curriculum responds to the needs of pupils and is designed to level the playing field and remove identified barriers. There is a strong focus on developing the use of a rich vocabulary, children being able to make links between their learning and being able to transfer knowledge to long term memory. Technology and other resources are used to support high quality teaching and learning.

Targeted academic support is provided by having a learning support assistant (LSA) based in each class. LSAs are deployed effectively by teachers using assessment for learning. A programme of interventions, particularly in reading, writing and maths support disadvantaged pupils to close the gap with non-disadvantaged pupils. Targeted interventions and resources, such as a speech and language therapist, meet the specific needs of disadvantaged pupils with SEND.

Wider strategies are used to provide disadvantaged pupils equal access to opportunities and to develop cultural capital. The pupil premium spending supports additional access to extracurricular activities, educational visits and develops pupils' social, emotional and mental health needs through a wide range of clubs, trips, visitors and access to pet assisted therapy. In certain circumstances, support is available for

breakfast club, after school club and meal provision. Good attendance is reinforced through communicating with and supporting parents and carers.

Our strategy is informed by a thorough knowledge of our disadvantaged pupils' levels of progress and attainment as well as diagnostic assessment of academic challenges faced by disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Attainment: Regular assessment highlights areas of attainment where disadvantaged pupils do less well, particularly in writing.
2	Progress: Regular assessment highlights that disadvantaged pupils sometimes make less progress than their peers.
3	Reading: There is a gap between the amount disadvantaged pupils read at home and that of other pupils as seen in weekly reading figures.
4	Vocabulary and oral language skills: Assessments and observations show that there is a gap in tier 2 vocabulary and oral language skills.
5	Cultural Capital: Some disadvantaged pupils have less access to a broad range of opportunities and learning experiences. This reduces their 'cultural capital' can impact attainment at school.
6	Emotional Wellbeing: Some disadvantaged pupils worry about challenges facing their families and this can impact self-esteem and emotional wellbeing.
7	Attendance: Data shows that attendance of disadvantaged pupils is below that of other pupils in the school and there is higher persistent absence for disadvantaged pupils.
8	Parental Engagement: Families facing the most challenges can sometimes be difficult to engage.

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
High quality teaching is effective and teachers are well equipped to plan and adapt teaching so that they can respond to and meet the needs of individual learners.	Teachers have an excellent understanding of the needs of the pupils in their class and can diagnostically assess barriers to learning. Lessons are adapted to meet the needs of all learners. LSAs are deployed effectively to support all learners. Teachers have access to high quality, continuing professional development and can reflect on how this will impact their teaching practice.
The attainment gap for disadvantaged pupils will reduce so that there will be a higher percentage of disadvantaged pupils attaining in line with peers.	All teachers and LSAs are aware of which children are disadvantaged in their class. A rigorous programme of targeted academic support is provided to disadvantaged pupils. This might include (but is not limited to): • Precision teaching • Daily reading • Phonics, spelling and handwriting interventions. • Pre teaching of vocabulary • Oral rehearsal before writing • Editing support Flexible groupings are used to support disadvantaged pupils in writing lessons. Writing is clearly modelled through the use of visualisers, flip charts and working walls. English lessons are based on high quality texts which provide examples of effective writing. Disadvantaged pupils to make accelerated progress, particularly in writing.
Disadvantaged pupils will make at least the expected progress (from their individual starting point) in reading, writing and maths so that they progress in line with their peers.	All teachers and LSAs are aware of which children are disadvantaged in their class. Targeted academic support is provided to disadvantaged pupils.

	Formative assessment is used effectively to respond to learners' needs and adapt teaching. Diagnostic assessment is used to identify gaps and inform interventions. Half termly summative assessment shows that disadvantaged pupils are making expected progress.
Disadvantaged pupils will read regularly at home, at least four times per week, so that they develop fluency and a love of reading for pleasure.	Children at the start of their reading journey will have access to decodable books matched to their phonic phase to take home and read every day. Children at the start of their reading journey will have access to a high quality picture book to take home and share with an adult every day. As children develop reading skills they will choose a high quality text linked to 'Accelerated Reader' to take home and read every day. Expectations about signing the reading record are communicated clearly to parents. Teachers follow up immediately with any parents of disadvantaged pupils who have not signed to say they have read with their child. Names of pupils who have not read 4 times to be given to the Headteacher each week so he can follow up with the parents / carers. Clear system of rewards in place for pupils and classes who read 4/5 times per week, including a reading trophy. Timetabled 'Hub' time with access to a wide range of fiction and non-fiction texts, and subscription newspapers and magazines to encourage a love of reading for pleasure. Classes to share high quality texts to access a range of authors and genres for enjoyment. Children to enjoy reading and talk confidently about the books that they have read. There is an increase in the number of disadvantaged pupils reading at least 5 times per week.

	Disadvantaged pupils who have not read at home will read to an adult in school.
Disadvantaged pupils will develop increased vocabulary and oracy skills so that they are able to communicate effectively.	Speech, language and communication needs (SLCN) are highlighted as early as possible. Disadvantaged pupils with SLCN are assessed by a qualified speech and language therapist. A clear plan of early support is put in place for pupils with SLCN and where 1:1 speech and language therapy is needed, this takes place in school with the speech and language therapist employed by the school. The speech and language therapist provides support and training to staff so that they feel well equipped to support and develop speech and language in the classroom. All areas of the curriculum have a focus on vocabulary and this is pre-taught to disadvantaged learners so that they are able to access lessons in the same way as their peers. Tier 2 and tier 3 vocabulary spines are explicitly taught in each year group so that disadvantaged pupils develop cultural capital. Teachers expect all pupils, including disadvantaged pupils, to speak in full sentences and, where appropriate, 'say it again better'.
Disadvantaged pupils will have access to a wide range of opportunities and extra-curricular activities so that they develop cultural capital, emotional wellbeing and a strong sense of self.	Senior leaders analyse the uptake of clubs and school trips by disadvantaged pupils and increase access to these. All disadvantaged pupils are offered a club and barriers (such a reply slip not being returned on time) does not reduce access to these provisions. A wide range of visitors to the school, eg. authors, explorers, business leaders etc. enhances experiences of disadvantaged pupils and increases aspirations, cultural capital, motivation and engagement. A strong framework of school values underpins the ethos of the school. Disadvantaged pupils are rewarded for

	demonstrating school values and feel a sense of belonging. Disadvantaged pupils know how to access support for emotional wellbeing when needed. Mental health needs are supported by trained pet assisted therapists in school so that disadvantaged pupils can access early support, when needed. Disadvantaged pupils leave Larchwood ready for the next stage of their education.
Disadvantaged pupils' attendance improves so that it is broadly in line with non-disadvantaged nationally.	Attendance is monitored rigorously. The importance of good attendance is communicated clearly to all parents and carers. Pupils with persistent absence are flagged to the Headteacher. The Headteacher holds attendance meetings with parents of pupils whose attendance is below average. Barriers to attendance are explored and early support is offered to disadvantaged families. Team Around the Family Meetings are considered for disadvantaged families where there are significant barriers to attendance, Disadvantaged pupils' attendance is in line with non-disadvantaged pupils nationally.
Parents/Carers of disadvantaged pupils will engage with senior leaders so that challenges can be explored and families feel supported by the school.	Senior leaders are visible on the gates at drop off and pick up time so they can engage with parents and carers of disadvantaged pupils regularly in an informal way. Leaders build good relationships with families and families feel able to share concerns and challenges and feel listened to. Leaders seek consent for referrals to outside agencies, where appropriate, and parents are willing to engage with this process.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 79,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD for teachers: National College Walkthrus Inclusion Partner training Multi School Council training Speech and Language training TPP Training	EEF-Effective-Professional-Development-Guidance-Report	1, 2, 3, 4
Full time LSA in each class to enable flexible grouping and lessons to be adapted to respond to needs of different learners.	EEF Teaching and Learning Toolkit EEF: Using your pupil premium effectively Teaching Assistant Interventions Cost 3/5 Evidence Strength 3/5 Impact +4 months EEF – Collaborative Learning Cost: 1/5 Evidence Strength: 2/5 Impact: +5 months EEF – Feedback Cost: 1/5 Evidence Strength: 4/5 Impact: +6 months EEF – Individualised Instruction Cost: 1/5 Evidence Strength: 2/5 Impact: +4 months Metacognition and self-regulation	1, 2, 3, 4, 5, 6, 7

	Cost: 1/5 Evidence Strength: 4/5 Impact: +7 months	
Purchase of suitable standardised assessments to identify gaps in learning.	EEF: Using your pupil premium effectively This is part of the EEF recommended strategy.	1, 2, 3, 4
Robust Phonics programme to develop early reading skills. Focus on vocabulary development and oral language skills.	EEF Teaching and Learning Toolkit Phonics Cost: 1/5 Evidence Strength: 5/5 Impact: +5 months Oral Language Interventions Cost 1/5 Evidence Strength 4/5 Impact: +6 months	1, 2, 3
Mastery learning approach to be further developed so that the successful approach used in maths is extended to English and other curriculum areas.	EEF Teaching and Learning Toolkit Mastery Learning Cost: 1/5 Evidence Strength: 2/5 Impact: +5 months	1, 2, 3, 4
Continue to enhance our reading resources, particularly for the teaching of early reading.	EEF Teaching and Learning Toolkit Phonics Cost: 1/5 Evidence Strength: 5/5 Impact: +5 months Reading Comprehension Strategies Cost: 1/5 Evidence Strength: 4/5 Impact: +6 months	1, 2, 3, 4, 5

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

Budgeted cost: £ 41,155

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional small group interventions in reading, writing and maths across the school daily.	EEF Teaching and Learning Toolkit Teaching Assistant Interventions Cost: 3/5 Evidence Strength: 3/5 Impact: +4 months Small Group Tuition Cost: 2/5 Evidence Strength: 3/5 Impact: +4 months Phonics Cost: 1/5 Evidence Strength: 5/5 Impact: +5 months Reading Comprehension Strategies Cost: 1/5 Evidence Strength: 4/5 Impact: +6 months Metacognition and self-regulation Cost: 1/5 Evidence Strength: 4/5 Impact: +7 months	1, 2, 3, 4
Speech and language therapist to improve the communication skills of children and to work with support staff to deliver sessions.	EEF Teaching and Learning Toolkit Oral Language Interventions Cost: 1/5 Evidence Strength: 4/5 Impact: +6 months	4, 5
Pet assisted therapy for children who are identified as needing support with emotional wellbeing.	EEF Teaching and Learning Toolkit Mentoring Cost: 3/5 Evidence Strength: 3/5 Impact: +2 months Metacognition and self-regulation Cost: 1/5	5, 6, 7

	Evidence Strength: 4/5 Impact: +7 months Social and Emotional Learning Cost: 1/5 Evidence Strength: 1/5 Impact: +4 months	
1:1 support sessions on a daily basis for targeted children	EEF Teaching and Learning Toolkit One to one tuition Cost: 3/5 Evidence Strength: 3/5 Impact: +5 months Individualised Instruction Cost: 1/5 Evidence Strength: 2/5 Impact: +4 months Teaching Assistant Interventions Cost: 3/5 Evidence Strength: 3/5 Impact: +4 months	1, 2, 3, 4, 6
Additional interventions after school with disadvantaged children prioritised.	EEF Teaching and Learning Toolkit Small Group Tuition Cost 2/5 Evidence Strength 3/5 Months Impact +4 Individualised Instruction Cost: 1/5 Evidence Strength: 2/5 Impact: +4 months Feedback Cost: 1/5 Evidence Strength: 4/5 Impact: +6 months	1, 2, 3, 4, 5, 6

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

Budgeted cost: £ 13,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional sports clubs after school.	EEF Teaching and Learning Toolkit Physical Activities Cost 1/5	5, 6, 7

	Evidence Strength 3/5 Impact: +1 month	
Additional visitors to school to enrich the curriculum.	EEF Teaching and Learning Toolkit Arts Participation Cost 1/5 Evidence Strength 3/5 Impact: +3 months	5, 6, 7
After school club provision including for siblings when child in after school interventions.	EEF Teaching and Learning Toolkit Extending School Time Cost: 3/5 Evidence Strength: 2/5 Impact: +3 months Parental Engagement Cost 1/5 Evidence Strength 4/5 Impact: +4 months	5, 6, 7, 8, 9
Breakfast club provision.	EEF Teaching and Learning Toolkit Extending School Time Cost: 3/5 Evidence Strength: 2/5 Impact: +3 months Parental Engagement Cost 1/5 Evidence Strength 4/5 Impact: +4 months	6, 7, 8, 9
Specialist workshops throughout the year.	EEF Teaching and Learning Toolkit Physical Activities Cost 1/5 Evidence Strength 3/5 Months Impact +1 Arts Participation Cost 1/5 Evidence Strength 3/5 Impact: +3 months	5, 6, 7

Total budgeted cost: £134,035

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 2024 to 2025 academic year.

In the last academic year, assessment was used effectively to identify gaps in knowledge for disadvantaged pupils.

All pupils had access to high quality teaching and this was supported with CPD for staff, particularly in relation to metacognition, effective questioning and assessment for learning.

LSAs were used effectively to respond to disadvantaged pupils' needs and precision teaching targeted specific areas of weakness.

Teachers were given additional release time to work specifically with disadvantaged pupils and this led to accelerated progress for many of these pupils, particularly in reading and maths.

Writing has been identified as an area where the attainment gap between disadvantaged and non-disadvantaged pupils continues to widen and where we need to focus our targeted academic support.

In 2025, the percentage of disadvantaged pupils at the school reaching the expected standard at the end of Key Stage 2 was 8% above the national average in reading, 6% above in maths, 8% above in writing, and in line with the national average for the combined measure.

Attendance overall remains above national average. Attendance of the disadvantaged group remains above the national average for this group.

We were able to provide a large range of extra-curricular activities during the year and additional workshops took place in reading, art and sport as well as year group specific workshops.

A number of disadvantaged pupils also benefitted from being able to access breakfast club, after school club and a holiday club.

All disadvantaged pupils are offered access to our large range of extra-curricular clubs.

Further information (optional)

In formulating our strategy, we have evaluated our previous strategies which have been highly successful in closing gaps and allowing our disadvantaged pupils to attain well.

Extensive evidence has been taken from the EEF to develop these strategies, particularly around the teaching of maths and English taken from the Teaching and Learning Toolkit.

We have enhanced our provision of lunchtime and afterschool activities.

We have additional training for staff being undertaken in mental health support and SEND and have subscribed to The National College to further enhance the CPD offer.

Our strategy continues to be informed by a thorough knowledge of our disadvantaged pupils' levels of progress and attainment as well as diagnostic assessment of academic challenges faced by our disadvantaged pupils.