



## Larkrise Pupil premium strategy statement

### School overview

Metric	Data
School name	Larkrise
Pupils in school	100
Proportion of disadvantaged pupils	45
Pupil premium allocation this academic year	£49, 590
Academic year or years covered by statement	2019-20
Publish date	Oct 2019
Review date	Oct 2020
Statement authorised by	Phil Cook
Pupil premium lead	Siobhan Cheadle
Governor lead	

### Disadvantaged pupil barriers to success

Language and communication
Behaviour, anxiety and sensory needs
Access to high need specialist intervention

### Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
For pupils to make at least expected progress in the area of language and communication	Targeted evidence of progress from Communication Specialists. Assessment monitoring shows an increase in pupils on target or above.	September 2020
For pupils to have greater access to specialist interventions that aid holistic development and the staff to support	Increased engagement and development in keys areas outlined in Evidence for Learning and monitoring of PLPs. Specialist staff in place.	September 2020

To enhance inclusion support for pupils into mainstream provision	Increased school links, inclusion staff in place and successful transitions into new settings	September 2020
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### Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity
Priority 1	To ensure targeted pupil support, staff training and resources are in place led by specialist AAC staff
Priority 2	Enhanced trained staffing supporting activities such as Forest school, donkey therapy, additional hydrotherapy, inclusion, sensory art, music therapy
Barriers to learning these priorities address	Trained, specialist staffing
Projected spending	£43,453

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Language and Communication and holistic interventions embedded through all Key Stages
Priority 2	Preparation for transition to mainstream school provision
Barriers to learning these priorities address	Links with mainstream provision within pupil communities. Sourcing specialist staff and interventions.
Projected spending	As above

### Wider strategies for current academic year

Measure	Activity
Priority 1	To assess and support pupils social, emotional and mental health through extending Boxall profiling and Nurture Provision
Priority 2	To enrich the experiences of pupils eligible for Pupil Premium with access to clubs and visits
Barriers to learning these priorities address	Continuity of intervention from parents
Projected spending	£6,137

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given for staff professional development	School improvement staff meetings (SISM), INSET and cover provided.
Targeted support	Appointment of specialist staff and effective resources. Agreed monitoring processes	DHT time to source and timetable, including monitoring protocol. SISM and CPD arranged.
Wider strategies	ELSA time and space. Timetable of community provision and clubs. Engaging parent to support access.	DHT to organise timetable of provision opportunity and release time. Staff appointed to lead clubs and all parental links utilised to encourage engagement.

## Review: last year's aims and outcomes

Aim	Outcome
To further develop communication skills	Please refer to 18/19 PPG outcome information.
Emotional development, including understanding emotions and coping strategies	<p><u>Nurture</u> 2x TAs ELSA training completed, Boxall Profile baseline completed for EYFS and KS1, 2 pilot groups of 4 children identified and principles shared with parents, 1x staff meeting and 1 INSET session for nurture training to all staff, Pupil outcomes available on Boxall Profile, Pupil Progress Meeting information and pupil trackers</p> <p><u>Social Skills Group</u> SCERTS assessment used within individual classes and outcomes are available within pupil trackers and Pupil Progress meeting information</p>
All pupils have the opportunity to access appropriate facilities and resources within the community	<p>1266 visits took place with 98% positive evaluation against intended outcomes.</p> <p>100% of pupils accessed at least one visit across the year (100% pupil premium)</p>
Opportunities to develop emotional expression, social interaction and physical development through specialist interventions, i.e. multisensory art, music therapy, Lego Therapy, etc	High levels of progress were recorded in all areas of intervention - please refer to 18/19 PPG information.