



Larkrise Pupil premium strategy statement

School overview

Metric	Data
School name	Larkrise
Pupils in school	101
Proportion of disadvantaged pupils	49% (55% including EYFS)
Pupil premium allocation this academic year	£48,535
Academic year or years covered by statement	2020-21
Publish date	November 2020
Review date	October 2021
Statement authorised by	Phil Cook
Pupil premium lead	Siobhan Cheadle
Governor lead	Rebecca Windridge

Disadvantaged pupil barriers to success

Communication and AAC
Social, emotional and behavioural regulation
Attendance (can relate to health, shielding and complexities outside of school)

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupil make at least expected progress in reading	At least 90% of PP pupils will make expected or above progress in reading	July 21
Transitioning pupils make accelerated progress in literacy and numeracy	All pupils transitioning achieve levels that will enable successful access to Mainstream	July 21

	Resource Base Settings	
Improve communication skills of PP children	90% of PP pupils make at least expected progress in communication	July 21

Strategy aims for disadvantaged pupils - wider outcomes (e.g independence)

Aim	Evidence of impact	Target date
To improve social and emotional wellbeing of pupils attracting PP	Pupils achieve at least expected progress in line with Boxall Profile baseline	June 2021
To support extra-curricular activities and community visits	Pupils achieve at least expected progress towards PLP focused targets	July 21
To increase the breadth of experiences available to pupils attracting PP	Measured increase in motivation, responses and interaction	July 21

Teaching priorities for current academic year

Measure	Activity
Priority 1	To further develop fluency in key reader skills. Enrich resources to offer a wider range of access including increased parental engagement in reading development.
Priority 2	To continue to improve AAC provision and communication development
Barriers to learning these priorities address	Sourcing an accessible range of literature and resources Developing parental engagement and IT Opportunities to train new staff
Projected spending	£26,241

Wider strategies for current academic year

Measure	Activity
Priority 1	To continue to provide a wide range of therapeutic interventions to support social and emotional wellbeing
Priority 2	To continue to enrich experiences through the provision of clubs and community visits
Barriers to learning these priorities address	Covid 19 and group and community opportunities Time to source, schedule and line manage specialist staff
Projected spending	£19,962

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	My Communication Team release time to develop whole school reading and sourcing appropriate resources. Whole school baseline in line with new assessment banding. Time is given for staff professional development	Team planning time booked. School improvement staff meetings (SISM), INSET and cover provided.
Targeted support	Appointment and timetabling of specialist staff and agreed monitoring process Space to run sessions	DHT time to source and timetable, including monitoring protocol, in line with the Cycle of Evaluation. SISMs.
Wider strategies	Sourcing and setting up appropriate opportunities Provision compromised/reduced through 'Bubble' systems or Covid restrictions Line management time, including monitoring and evaluation	Staff time to source and set up opportunities Supporting timetabling and risk assessments in place Line management in line with the Cycle of Evaluation

Review: last year's aims and outcomes

Aim	Outcome
For pupils to make at least expected progress in the area of language and communication	78% of Pupil Premium Pupils achieved at or above expected progress. This is lower than in previous years, however, only 18% attended school from April to September due to Lockdown.

Aim	Outcome
For pupils to have greater access to specialist interventions that aid holistic development and the staff to support	Reference Pupil Premium Review Evidence documents 19-20
To enhance inclusion support for pupils into mainstream provision	1 successful Resource Base inclusion link set up prior to Lockdown for Pupil A. Development of social and cognitive development was evident. An increase in placement is on hold. Pupil B - 1 successful transition into a full time Resource Base placement.