

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Larches High School
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	68%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	September 30 th 2021
Date on which it will be reviewed	September 1 st 2022
Statement authorised by	Christine Mitchell
Pupil premium lead	Christine Mitchell
Governor / Trustee lead	Fred Nelson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,170 indicative
Recovery premium funding allocation this academic year	£8,000 estimate
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£64,170

Part A: Pupil premium strategy plan

Statement of intent

Improved relationships – Improved opportunities – Improved life chances

All members of staff and the governing body of Larches High School have an inclusive philosophy and believe passionately that all pupils are given knowledge, skills and opportunities to achieve and to reach their potential despite any barriers to learning.

Larches High School is committed to all learners and to meeting their pastoral, social and academic needs within a caring and nurturing environment so that they reintegrate successfully to mainstream education, specialist provision, further education or employment.

The key principles of this plan are to:

- Improve relationships so that all pupils engage with their learning and believe they can achieve
- Improve opportunities so that all pupils widen their experiences and achieve
- Improve life chances so that all pupils leave and are successful

Challenges

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

Challenge number	Detail of challenge
1	Literacy and Numeracy skills
2	PPG pupils are often those who are most vulnerable and less likely to engage and experience a wide variety of activities which would strengthen their cultural capital
3	PP pupils are often those who are less likely to see careers advice and guidance which enables them to make informed post 16 choices
4	Attendance rates for pupils
5	Higher number of PP pupils are on EHCP / TAF, CIN / CP plans – this indicates that there are multiple barriers to success in education including attendance / digital poverty / attainment gaps / specific SEMH needs
6	Access to technology and digital awareness

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
PP pupils to achieve in line with non PP pupils in English and Maths	Tracking data indicates that PP pupil outcomes re in line with non PP pupils in English and Maths
PP pupils will have the opportunity to participate in work based and vocational education to avoid becoming NEET	CEIAG data indicates that PP pupils have access to vocational education and post 16 information which ensure they do not become NEET
Improved engagement with education	Improved rates of attendance and engagement with educational provision
Increased attendance rates for pupils eligible for PP	Improved rates of attendance in line with non PP pupils
PP pupils to make expected progress in line with baseline assessments in Maths, English and Science	Tracking data indicates that PP pupils achieve expected progress in relation to their baseline assessments

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: £1,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA training	EEF: Targeted support for individual pupils	1,2
Staff training - Inclusion of Latin in the curriculum	DfE Interim Report 2020/21 indicated that all pupils have experienced a learning loss in reading between 1.7 and 2.0 months	1

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

Budgeted cost: £ 70,980 (2 x Intervention staff, 1 day CEIAG)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention support offer	EEF: Targeted academic support: Literacy, Numeracy, SEMH and attendance	1,2,4
CEIAG opportunities / vocational provision	EEF: Wider strategies to ensure pupils do not become NEET and achieve positive outcomes	2,3,5

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Parent / Carer programme / School counsellor	EEF: Wider Strategies – additional rigour in relation to safeguarding, non-attendance, engagement; Ongoing support for vulnerable pupils	3,4,5
Graduated response to attendance: personalised provision	EEF: Wider Strategies -additional rigour in supporting good attendance and pupil engagement	3,4,5
Improved access to technology	EEF: Wider Strategies	1,5,6
School counsellor	EEF Wider Strategies	2,3,4,5

Total budgeted cost: £ 80,540

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 2020 to 2021 academic year.

Academic year 2020 – 21

Information in relation to previous objectives

PP pupils to make expected progress in line with baseline assessments in Literacy and Numeracy: English Department completed training around the teaching of Latin as part of the English curriculum. This has broadened the opportunities of KS3 pupils and enabled them to develop their confidence in relation to Literacy and understanding the etymology of words; Targeted interventions were delivered in Literacy and Numeracy; Year 11 outcomes:

To provide opportunities and experiences for pupils which broaden cultural capital: Covid 19 restrictions hindered this objective. A KS3 virtual trip to China was held during the Spring Term 2021 which enabled pupils to learn about and complete various linked tasks – Learning Chinese letters and numbers for use in Maths, English and Science lessons; preparing Chinese dishes in Food Technology; creating some Chinese Art work and wider learning about the language, history and culture delivered through all subjects.

To offer pupils a variety of advice, guidance and support to enable them to make informed post 16 choices: CEIAG advice and opportunities were provided to pupils virtually; targeted 1:1 support was provided for each Year 11 pupil to ensure progression; vocational subject options were given to all KS4 pupils; work experience opportunities were provided as Covid restrictions allowed.

The multiple external barriers to learning and education will be challenged and the PP pupils will be supported and kept safe: breakfast club operated throughout the academic year providing pupils with a healthy food option at the start of the day; Fair Share – Larches Gets Cooking programme continued to operate has provided over 200 recipe food boxes to vulnerable families over the last two years.

Increased attendance rates for PP pupils: unauthorised absences have reduced however DfE guidance as regards mandatory attendance during the Covid 19 pandemic have impacted on this objective.

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

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No pupil was eligible for Service Premium
What was the impact of that spending on service pupil premium eligible pupils?	Improved engagement

Further information (optional)

Larches High School leads the District 6 Multi Agency Support Panel which aims to act early to support vulnerable pupils at risk of Child Criminal Exploitation. This panel includes representatives from Primary and Secondary schools, Children's Social Care, Child and Family Well being service, YOT, MASSH, Lancashire AP, Lancashire Safeguarding team and Gateway Housing, Lancashire Police and VRN.

Liaison with Lancashire VRN has resulted in Redeeming our Communities Charity supporting the school with engagement and work based opportunities for pupils – improving an area of the school community. This broadens the educational experience of our vulnerable pupils.