

# Pupil premium strategy statement: 2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	125 placed funded
Proportion (%) of pupil premium eligible pupils	Updated Sept 2024 %
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	October 1st 2024
Date on which it will be reviewed	October 1 <sup>st</sup> 2025
Statement authorised by	Christine Mitchell
Pupil premium lead	Christine Mitchell
Governor / Trustee lead	Damien Callagher

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,560.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£1,010,043.00

# 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 skills 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 seek 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
To ensure all targeted PP pupils achieve in line with non PP pupils in English	Tracking data indicates that PP pupil outcomes re in line with non PP pupils in English
To ensure all PP pupils are encouraged and engage with activities which promote wider learning opportunities	PP pupils will have opportunity to engage in a wide range of activities and opportunities beyond the classroom
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

## 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)

Budget £9263; Spend: £10,805

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of LA Literacy Adviser to support the Literacy Development Plan and the TLR lead	EEF: Improving Literacy in Schools Guidance Report	1,3
Ongoing ELSA supervision for ELSA trained staff member	EEF: Targeted academic support: Literacy, Numeracy, ELSA, SEMH	3,4,5
Performance Management: Research task: Paul Dix -	Copies of book purchased for all staff to support teaching and learning pedagogy / targeted support	£546.82

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

Budget: £44,633 Spend: £82,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention support offer	EEF: Targeted academic support: Literacy, Numeracy, SEMH, ELSA and attendance	1,2,3,4

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

Budget: £23,500      Spend: £47,693

Activity	Evidence that supports this approach	Challenge number(s) addressed
Graduated response to attendance: personalised provision	EEF: Wider Strategies -additional rigour in supporting good attendance and pupil engagement DfE Guidance: Improving school attendance EBSA Resources used with pupils Additional Attendance Support manager in post from Jan 2024	3,4,5          £25,979.00
Widen offer of enrichment activities offered to broaden the experience of PP pupils outside of the classroom	EEF: Wider Strategies EEF: Guidance Life skills and enrichment Additional TLR post from December 2023 to support development of cultural capital	2,6       £3214.00
IT Support for interventions / curriculum	EEF Wider Strategies	1,6

## 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 2022 - 2023

Information in relation to previous objectives

**PP pupils to make expected progress in line with baseline assessments in Literacy and Numeracy:** English Department continue to deliver Latin as part of the KS3 curriculum. Targeted interventions are delivered in Literacy and Numeracy in line with initial assessments completed at admissions. Promotion of reading across the school via Reading Weeks and CPD specific support for all staff around the development of reading and literacy

**To provide opportunities and experiences for pupils which broaden cultural capital:** To continue to offer pupils a wide range of opportunities and experiences which broaden and extend their curriculum offer. To encourage all departmental areas within school to offer experiences beyond the classroom. To actively promote opportunities which are offered via external agencies such as Lancashire VRN – Hope Hack

**To offer pupils a variety of advice, guidance and support to enable them to make informed post 16 choices:** CEIAG advice and opportunities continues to be delivered across the school. Support was given to Year 11 pupils individually in relation to post 16 progression and support with interviews. Vocational subject options continue to be offered to all pupil at KS4 with KS3 having taster sessions as part of the process of selecting their options. Additional support via CEIAG TA to track Year 11 leavers to ensure they do not become NEET.

**The multiple external barriers to learning and education will be challenged and the PP pupils will be supported and kept safe:** Breakfast club continues for all pupils. Fair –Share – Larches gets Cooking programme continues to support vulnerable pupils and families. The school Safeguarding Team works proactively with external statutory and non statutory agencies to ensure all pupils are kept safe. Parents / carers are supported with uniform costs as appropriate.

**Increased attendance rates for PP pupils:** Attendance continues to be a priority area for the school. Larches has employed additional family support / attendance staff to support this objective in the next academic year. Larches is also looking to appoint an

additional member of staff to the intervention team who can support with the delivery of the EBSA programme with pupils whose attendance is low.

## 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?	Not applicable

## Further information (optional)

In DfE PPG published data Larches was ranked 80<sup>th</sup> nationally for having the highest number of pupils on roll who are PP – this is in the highest 0.25%. When analysed with comparable schools and schools with similar numbers of pupils on roll Larches is 19<sup>th</sup>. This is a clear indicator of the level of deprivation and need pupils on roll have.

Larches High School continues to support 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.

Ongoing liaison with the Lancashire VRN continues to work alongside Larches High School to keep pupils safe and reduce the impact of violence in our communities. Larches continues to work alongside a research project – Do It Profiler – which screens pupils on entry in terms of neuro diversity – this then links into personalised interventions offered including ELSA.