

Pupil premium strategy statement – Larches High School: 2025-2026

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	125 commissioned places
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	November 6 th 2025
Date on which it will be reviewed	November 6 th 2026
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	£103550.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£103550.00

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	Historical and ongoing lack of engagement with education
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	Literacy and Numeracy
4	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
5	PP pupils are often those who are less likely to seek careers advice and guidance which enables them to make informed post 16 choices

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
Pupils to receive appropriate CEAIG advice and guidance which ensures that they have pos6 plans in place on leaving school	Pupils move successfully on to post 16 provision – education, employment or training

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 29,453.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 3 of Literacy Development Plan; use of LA Literacy adviser Ongoing CPD as required	EEF Improving Literacy in Schools Guidance report	3, 5
Ongoing ELSA supervision for ELSA trained staff member CPD as required to support delivery of phonics, SEMH	EEF: Targeted academic support Literacy, Numeracy, ELSA, SEMH	3,4,5
Performance Management Research book for all staff: Trauma	EEF guidance related to Metacognition and Self regulated learning	1,2,3,4,5

Informed Classroom (2025-2026)	Developing the understanding of working with pupils with SEND / trauma / SEMH needs	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 70,007.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention support offer – ELSA, SEMH, phonics, Yes We can read, Lego, meta cognitive approaches, EBSA	EEF: Targeted academic support Literacy, Numeracy, ELSA, SEMH, Attendance	1,2,3,4,5
All pupils having access to external CEAIG support	EEF: Supporting School Attendance - deliver targeted interventions to supplement universal provision	1,2,5

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

Budgeted cost: £ 29,301.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Graduated response to attendance: personalised provision	EEF: Wider Strategies / Supporting School Attendance guidance - additional rigour in supporting good attendance and pupil engagement – building a holistic understanding of pupils and families and diagnose specific needs / communicate effectively with families DfE Guidance: Improving school attendance EBSA Resources used with pupils Additional Family Support worker from September 2025 Increase in grading of Attendance Manager Summer 2025	1,4,5

Widen offer of enrichment activities offered to broaden the experience of PP pupils outside of the classroom: Termly Memory Days for all pupils	EEF: Wider Strategies -additional rigour in supporting good attendance and pupil engagement DfE Guidance: Improving school attendance EBSA Resources used with pupils	1,3,4,5
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Total budgeted cost: £ 12876.10

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Year 2024 – 2025

Information related to previous objectives

To ensure all targeted PP pupils achieve in line with non PP pupils in English:

Indicator (GCSE Entries)	Total (39)	Boys (27)	Girls (12)	PP (27)
5+ 4-9 EM	0	0	0	0
4 – 9 EM	1	0	1	0
5 1- 9	12	8	4	7
% Gaining 1 or more grade 4 at GCSE	21	22	17	15
Indicator (All Entries)	Total (39)	Boys (27)	Girls (12)	PP (27)
Pass in any qualification	11	8	3	6
% gaining a Maths and English Qualification	59	63	42	59

2024-2025 Key Stage 3 progress	Autumn Term: PPG making Expected / above Progress	Spring Term: PPG making Expected / above Progress	Summer Term: PPG making Expected / above Progress
English	50%	56%	45%

2024-2025: Key Stage 4 Pupils attending on site	Autumn Term: PPG making Expected / Above Progress	Spring Term: PPG making Expected / Above Progress	Summer Term: PPG making Expected / above Progress
English Language	73%	56%	62%

To ensure all PP pupils are encouraged and engage with activities which promote wider learning opportunities

The school organises Memory Days every term to broaden the opportunities of all pupils. Two trips are organised and all pupils are given the opportunity to access one of these. Trips have included – Pantomime, Zoo, Lunch in a restaurant, Climbing Wall, Outdoor Activities, Chill Factor – indoor snow based activities. Curriculum events are also organised and all pupils have access to engage with these – theatre trips, museums, Lancaster Castle, Catering within a large restaurant

Improved engagement with education

Larches has extended the Family Support and Attendance Team again in the last academic year. There are now five full time members of staff who work with pupils and their families to improve engagement and attendance with education.

Increased attendance rates for pupils eligible for PP

2024 - 2025	Part-time %	Full-time %
Autumn 1	62.75 %	49.31%
Autumn 2	56.63 %	39.48 %
Spring 1	58.21 %	41.96 %
Spring 2	56.21 %	41.25%
Summer 1	55.81%	38.73%
Summer 2	46.05%	35.36%
Total	54.40%	39.75%

Further information (optional)

Larches High School buys part of the uniform for all pupils and any other additional pieces as required so that this does not become a barrier to attendance.

For pupils who are reintegrated back into mainstream school Larches High School will make a significant contribution towards the purchase of the new school uniform so that additional pressures are not placed on families and to support the process.