

Larkmead School Pupil Premium Strategy 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	973 (Y7-Y11)
Proportion (%) of pupil premium eligible pupils (FSM only)	19.84% (195) (Y7 22.1% ; Y8:20.22%, Y9: 24.16%, Y10: 17.58%, Y11: 24.66%)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026 following exam results
Statement authorised by	Jonathan Dennett (Co-Headteacher)
Pupil premium lead	Liz Stierner (AHT Inclusion), Beth Costar (Director of Learning – Inclusion)
Governor / Trustee lead	Laura Hopkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (based on 2024-2025 cohort)	£223,870
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 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>	£223,870

Part A: Pupil Premium Strategy

Statement of intent

Our vision for pupil premium students

- We will work as one community to champion our pupil premium students, removing barriers by building belonging, confidence, aspiration and engagement.
- We will support good attendance, address shortfalls in key learning and skills and support students to achieve improved progress and outcomes in line with their peers.
- Belonging will extend to parents and carers, with improved communication and connection.
- High expectations and our positive culture will ensure that these young people will embody the Larkmead Promise that 'everyone matters and makes a difference', making our school a Beacon of Excellence for social change in our community.

Larkmead's inclusive vision for all students applies in particular to our students who come from low-income families, embodied in our school strapline of 'one community, individual minds, creating futures' and The Larkmead Promise:

'One community' means that we value each member of the Larkmead family. Our caring and supportive culture develops students and staff, with a focus on mutual respect, well-being and the power of working together. Our excellent pastoral care supports and encourages every student through compassion, security and confidence. Our positive and effective behaviour for learning enables all students to succeed and make good progress.

'Individual minds' encourages personality, flair and diversity, the spark in our students and staff that makes Larkmead such a thriving and exciting school. Our students learn new skills and develop new passions through curiosity, challenge and celebration in a school where they can be themselves and flourish.

'Creating futures' means inspiring ambition, resilience and ingenuity. High expectations provide the springboard for personal success every day, in examinations and on into the future. Careers education at Larkmead is award-winning and exemplary, just one strand of ensuring that students are well-equipped and confident. A Larkmead education is for life, giving each of our young people the opportunities, passion and confidence to head out into the world, ready for the exciting challenges ahead.

The Larkmead Promise captures the experience of our students and staff, our ambitions for all:

- At Larkmead we will work together to help you to achieve your ambitions, hopes and dreams.
- Larkmead is a very special school and community, with wonderful students and staff. We believe that everyone can achieve great things.
- At Larkmead there is a whole world of exciting new knowledge and skills to learn, opportunities to embrace and challenges to meet.

- Larkmead staff really get to know you so that they can support and encourage you to achieve your very best.
- At Larkmead you will develop your character, the qualities that make you a good person, a good friend, and will set you up for the future.
- At Larkmead, everyone matters and makes a difference.
- At Larkmead you will be develop your self-confidence and do yourself proud.
- Larkmead is a happy, caring community with high expectations and ambitions for everyone.
- Larkmead is packed with wonderful opportunities and specialist facilities.
- At Larkmead you'll enjoy a wealth of enriching experiences.
- Larkmead's vibrant Sixth Form is an inspiring pathway to success.

- At Larkmead you will know that you are part of something special and that you are special too. You will be able to push for personal excellence as you make your ambition your special mission. You will enjoy the sense of pride that comes with knowing you have achieved your best. You'll know that you are an important member of one community, where you can be yourself as an individual, and where you are creating a very bright future.

The first line of our 2024 Ofsted report is "Larkmead is a very happy and inclusive place because, as one parent put it, pupils' 'are at the heart of what Larkmead does.'" This endorses a key line from The Larkmead Promise that 'Everyone matters and makes a difference', our commitment as an inclusive school with a focus on the individual and the community. A key priority is that this applies to everyone one of our students from a low-income family.

This vision and these values are consistent with the Cambrian Learning Trust 2025-6 Key Priorities' key focus:

- Supporting our children from low-income (PP) families to ensure there are no barriers to them succeeding
- Everyone has clarity of what it means to come from a low-income family. We are ambitious and enable our schools to provide the best provision and outcomes for all learners using the resources and capacity within the Trust

Quality First Teaching that is adaptive and inclusive, is at the heart of our approach as this is proven to have the greatest impact on closing the attainment gap for all pupils. We aim to ensure that all students have good attendance because they feel like they belong here and are valued. Alongside this we offer additional personalised support where required, particularly to develop literacy, numeracy and organisational skills, but also to ensure that on a practical level students have the financial and emotional support needed to be successful, both at school and in the future.

Although this report focusses on those students eligible for the pupil premium, the activities described are also intended to support other vulnerable pupils, such as those who have a social worker and those who are young carers, whether they qualify for the pupil premium or not. Our overall aim is to empower all our pupils to reach their full potential and embrace all the opportunities that school, and life, have to offer them.

Nb – the language of PP, disadvantaged, economically disadvantaged, and low-income families will be used interchangeably to describe students who are eligible for the pupil premium funding, as well as encapsulating the wider bracket of those who benefit from the funding but are not eligible. Data will be discussed using PP/Non-PP language, as it does not consider the wider bracket of students.

Challenges

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

Challenge 1: GCSE Outcomes

It is recognised that attainment data is not the best way to compare the GCSE outcomes of disadvantaged students with that of their peers, as it does not consider prior attainment. However, national figures show that there is an attainment gap between students eligible for PP funding and students not eligible for the funding. Progress 8 figures should overcome this issue, although they are not available for school years 24-25 due to repercussions of the Covid-19 Pandemic. In terms of school estimations, there has been a slight improvement for PP students. The percentage of PP students gaining 9-4 in both English and

Mathematics remains a key focus for improvement to maximise our disadvantage students' future life chances. In the last academic year, whilst there is still a large gap between PP and Non-PP eligible counterparts, the number of students in receipt of PP that gained 9-4 grades in English and maths did rise.

Progress 8	2024	2025 (estimated)	2025 Nat Av
Disadvantaged	-1.03	-0.82	N/A
Non-PP	+0.02	-0.08	N/A

9-4 English & Maths	2024	2025	2024 Nat Av
Disadvantaged	26%	30%	43% <small>(like-for-like)</small>
Non-PP	53%	55%	65%

Challenge 2: Attendance

All data, whether assessment, observation or discussion, shows that absenteeism negatively affects the outcomes students. The attendance data from last academic year indicates a significant gap in attendance between pupil premium students and non-pupil premium students and, therefore, this is widening our disadvantaged gap. They also have a higher rate of persistent absenteeism compared to their non-pupil premium counterparts. The non-PP student' attendance has improved, whereas PP students have decreased their attendance to school, further widening the gap between PP and Non-PP students.

	2023- 2024	2024- 2025	National Average
Year 7-10 attendance (Non-PP)	89%	90.7%	94.5%
PP attendance	80%	77.2%	91.8%
Years 7-10 persistent absenteeism (Non-PP)	31%	22%	13.7%
Disadvantaged persistent absenteeism	53%	58%	24.7%

Challenge 3: Literacy and Numeracy Levels

It is widely appreciated that access to the curriculum is enhanced through higher levels of reading comprehension and literacy. Assessment of reading ages through Renaissance Star Reading, alongside discussion with students and staff, shows that the percentage of students in the "on watch", "intervention" and "urgent" intervention category are considerably higher in Larkmead within the PP cohort than the non-PP cohort. It is expected that, unless tackled, this would result in lower GCSE outcomes for these students when compared to their peers, as well as a greater chance of lower motivation towards and engagement with the curriculum. The same applies to levels of numeracy.

Challenge 4: Independent Learning

Data shows that the percentage of PP students with more than one poor Attitude to Learning 2 (AtL2) score (homework concern) is higher than equivalent percentages for non-PP students, especially in Years 7-10. Research clearly shows the importance of support and encouragement working outside of lessons and the

impact that this has on progress and attainment, therefore this remains a priority for the school to continue to work on.

	December 2024		December 2025	
	PP vs non-PP	Difference	PP vs non-PP	Difference
Year 7	36% vs 14%	22%	40% vs 14%	26%
Year 8	44% vs 17%	27%	51% vs 25%	26%
Year 9	48% vs 30%	18%	43% vs 20%	23%
Year 10	38% vs 21%	17%	69% vs 25%	44%
Year 11	57% vs 33%	24%	66% vs 41%	25%

Challenge 5: Cultural Capital, Engagement and Aspiration

Discussion with PP students and analysis of educational visit data shows less engagement from PP students with the opportunities made available to them compared to their peers. There also appears to be less awareness of opportunities available beyond Year 11, with options choices and destinations beyond KS4. Research shows that engaging positively within school, making the right subject choices for GCSE and aspiring to a longer-term goal support better attendance, increased engagement and greater progress of the individual.

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
Challenge 1: Improved attainment among disadvantaged pupils across the curriculum at the end of Key Stage 4.	<p>Reducing the Progress 8 difference between PP and non-PP students to score as close to 0 as possible.</p> <p>Monitoring:</p> <ul style="list-style-type: none"> • Class Teachers, Heads of Department and DOLs routinely monitor progress for their students. • Year 11 DoL has weekly meetings monitoring attainment data and progress, with intensified monitoring around mock exam periods.

<p>Challenge 2: Improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Using pre-Covid-19 National Averages as targets, sustained high attendance from previous year's data demonstrated by improvements towards:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils towards being no more than 5% • the absence rate for disadvantaged pupils towards being no more than 8% • the percentage of all pupils who are persistently absent being no more than 14% • the percentage of disadvantaged pupils who are persistently absent being no more than 25% <p>Monitoring:</p> <ul style="list-style-type: none"> • The Assistant Head for Attendance and Behaviour will monitor attendance weekly with Directors of Learning (DOL), Home School Link Worker (HSLW) and the Attendance Officer.
<p>Challenge 3: Improved literacy and numeracy amongst PP students.</p>	<p>Improved literacy based on the previous year's data, demonstrated by a significant reduction of students below their reading age (6 months or more). This will ensure that the interventions in place are having the desired effect of improving literacy levels in the cohort.</p> <p>Monitoring:</p> <ul style="list-style-type: none"> • Reading ages are monitored 3 times a year, with half-termly meetings being held (RALP) between the Director of Learning (Inclusion), Librarian, Head of English, with additional members of staff invited to attend as required. • Numeracy ages are monitored half-termly by the Director of Learning (Inclusion) in conjunction with the Head of Maths. • Student's progress will be routinely monitored by teachers, namely those teaching English and maths, as well as alongside assessment opportunities built into all literacy and maths intervention programmes. • Student's attendance to interventions is monitored by the Director of Learning (Inclusion) and students and families are involved in discussions around attendance and engagement in the interventions.
<p>Challenge 4: Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports and class observations indicate disadvantaged pupils are more able to monitor and regulate their own learning, through the use of after school provision to supplement/replace home learning where appropriate. Attitude to Learning 2 (AtL2 – work outside of class) data will support this finding when comparing PP and non-PP data in each year group.</p> <p>Monitoring:</p>

	<ul style="list-style-type: none"> • Attitude to Learning data is monitored at the end of each data window for their year group, in conjunction with their line manager. • Year 11 Attitude to Learning data is monitored weekly with the Year 11 DOL.
<p>Challenge 5: Improved engagement in opportunities outside of the classroom and aspiration amongst disadvantaged students.</p>	<p>Improved engagement in enrichment opportunities outside the classroom including engagement in the Year 7 PGL trip and other year events as well as data through discussion with HoDs and HoFs organising subject educational visits.</p> <p>Improved aspiration and future plans amongst PP students, demonstrated through one-to-one and small group discussion and the additional, prioritised careers provision for disadvantaged students.</p> <p>Monitoring:</p> <ul style="list-style-type: none"> • Trip organisers to consider number of students from low-income families attending their trip when at sign-up stage and discuss with the Events Coordinator and DoL (Inclusion) and to actively encourage disadvantaged students to attend and signpost to families the financial support offered, as well as assist in the signing up process.

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.

Additional sources, not referenced directly:

[Ofsted: The Pupil Premium, An Update](#)

Matthew Haynes SHMI: Improving Disadvantaged Pupils' Outcomes

[Pupil Premium Menu: EFF Evidence Brief](#)

[Research to understand successful approaches to supporting the most academically able disadvantaged pupils](#)

[Splitting the disadvantage gap within and between schools, part one - FFT Education Datalab](#)

[Using pupil premium: guidance for school leaders](#)

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching (QFT):	<i>“More successful schools use data to</i>	1,2,3,4

<ul style="list-style-type: none"> • Evidence-informed CPD for teachers and support staff using resources: a particular focus on The SSAT Embedding Formative Assessment Programme, an initial 2-year commitment to support QFT (to ensure that teachers use assessment and not assumption to understand pupil needs). Many of these strategies rely on reduced teacher talk to enable students to develop their learning. • Continued CPD to reinforce previous Teaching and Learning techniques, such as: I do, We do, We do, We do, We do, You do modelling, using visualisers, use of mini whiteboards, sentence starters, writing frames, tiered high-challenge success criteria. • High expectations and challenge for all pupils, particularly those who are from low-income families. • Staff are made aware that QFT is the most effective strategy in reducing barriers to learning for all pupils, with particular focus on pupils from low-income families during CPD sessions, Faculty meetings and reminders are given in the newsletter and whole-staff briefings. 	<p><i>identify pupils' learning needs during regular reviews of progress" DfE: Supporting the attainment of disadvantaged pupils</i></p> <p><i>"An emphasis on 'tilting' the work of the school toward DA pupils is needed in order for them to catch up" and "Staff must know their disadvantaged pupils and provide for them as part of quality first teaching" Matthew Haynes SHMI: Improving Disadvantaged Pupils' Outcomes</i></p> <p><i>'Focus on the learner, not the label' to be 'driven by needs first'. Marc Rowland 'The A-Z addressing disadvantage'.</i></p> <p><i>"The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective." Sutton Trust and Educational Endowment Foundation: Teaching and Learning Toolkit</i></p> <p>Keith Watson's work with NACE focusses on maintaining high standards and challenge for all students, as it particularly benefits disadvantaged students. (Conference event by Keith Watson 'Removing barriers to learning'.) '[Teacher quality is] the single most important in-school factor influencing outcomes ... especially for those from disadvantaged backgrounds.' DFE/National Audit</p>	
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	Office: Improving Educational Outcomes for Disadvantaged Students	
<p>Staff Awareness of Pupil Premium Students and additional resources:</p> <ul style="list-style-type: none"> Utilise the morning briefings and newsletter to raise awareness of students from low-income families and supply with additional resources. Ensure that whilst staff have an understanding of the challenges a disadvantaged student may face, they are not anonymising their disadvantaged students based on the 'PP' label and instead understand how to build strong relationships, using evidence to support their practice. 	<p><i>'Labelling children as 'disadvantaged' runs a high risk of anonymising children based on assumption'</i> Marc Rowland 'The A-Z addressing disadvantage'</p> <p><i>'Focus on the learner, not the label'</i> to be <i>'driven by needs first'</i>. Marc Rowland 'The A-Z addressing disadvantage'.</p>	1,2,3,4,5
<p>Oracy:</p> <ul style="list-style-type: none"> Pupils are given opportunity to develop their oracy skills through (but not exclusively): turn and talk, choral responses, no opt out, building on other's answers and answering using full sentences (with the use of scaffolding to ensure high-participation). 	<p>Students from disadvantaged backgrounds spoken language development is significantly lower than their peers. This gap widens throughout school and, if not remedied before leaving, can put students more at risk of unemployment. Voice 21 and Marc Rowland</p>	1, 3,4
<p>Broad and Balanced Curriculum:</p> <ul style="list-style-type: none"> All students have access to a broad and balanced curriculum, with the continued provision of a 3-year KS3 to allow further engagements in the Arts subjects, having an impact on all students and potentially filling a gap for disadvantaged students. 	<p><i>"Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum."</i> Sutton Trust and Educational Endowment Foundation: Teaching and Learning Toolkit</p>	1,2,3,4,5
<p>Trust Lead-Teacher Scheme:</p> <ul style="list-style-type: none"> Utilising the Trust-implemented Lead Teachers to provide expert advice and coaching to staff. 	<p><i>'[Teacher quality is] the single most important in-school factor influencing outcomes ... especially for those from disadvantaged backgrounds.'</i> DFE/National Audit Office: Improving Educational Outcomes</p>	1,2,3,4,5

	for Disadvantaged Students	
<p>Learning Routines and Behaviours:</p> <ul style="list-style-type: none"> Maintaining a CPD focus on positive learning routines in the classroom, building relationships with students and build a culture of social motivation, such as encouraging teachers to utilise tools such as seating plans to encourage students to build positive relationships with their peers and create a culture of social motivation. 	<p>Marc Rowland has suggested that utilising seating plans to encourage positive relationships can break down barriers for disadvantaged students. (Talk from Marc Rowland, July 2025)</p> <p>Students benefit from positive teacher-student relationships and peer-peer relationships, impacting attendance and work-ethic.</p> <p>Department for Children, Schools and Families – Pupils with Declining Attainment at Key Stages 3 and 4</p>	1,2,3
<p>Technology:</p> <ul style="list-style-type: none"> Continued investment in technology to be used in the classroom (such as visualisers) and laptops to be used in class and borrowed for home use (for students). 	<p>The impacts of digital poverty can widen the attainment gap (and make students feel educationally disadvantaged, as well as socially excluded).</p> <p>Government Technology – Digital Poverty is Leaving Students Behind</p>	1,3,4
<p>Recruitment and Retention:</p> <ul style="list-style-type: none"> Supporting staff to attain additional qualifications such as NPQs, Masters level degrees and other externally provided qualifications and CPD certificates. Ensuring the recruitment and retention of the highest quality of staff through R&Rs and/or additional TLRs. Examples of this are the appointments of: <ul style="list-style-type: none"> Inclusion Director of Learning, creating capacity to support an identified, smaller cohort of students including those who may be identified as: those from low-income families, young carers, EAL, service children, SEND. KS3 and KS4 Inclusion Room Managers Safeguarding Manager HSLW Literacy and Numeracy Intervention TLRs Pathways teacher and HLTA 	<p><i>“Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding.”</i></p> <p>Sutton Trust and Educational Endowment Foundation: Teaching and Learning Toolkit</p>	1,2,3,4,5
<p>Literacy and Numeracy Strategy:</p> <ul style="list-style-type: none"> Promoting and supporting (through appropriate CPD) the literacy strategy, including the use of: <ul style="list-style-type: none"> Accelerated Reader Bedrock 	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject.</p>	1,3,4

<ul style="list-style-type: none"> ○ Whole School Reading Strategy ● Provide staff with additional guidance to support all readers: https://www.gov.uk/government/publications/supporting-all-readers-in-secondary-school ● Further developing the culture of reading is a school improvement priority. Much work has been put in place to further the scope of the literacy strategy with whole-staff CPD from experts in the Cambrian Learning Trust, training for staff in school and regular promotion through the school CPD programme. ● Promoting and supporting Numeracy (through appropriate CPD) the Numeracy Strategy, including the use of: <ul style="list-style-type: none"> ○ SPARX Maths 	<p>This is further described in Improving Literacy in Secondary Schools.</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English as described in a report by the OUP.</p>	
<p>Additional KS4 Core Lessons:</p> <ul style="list-style-type: none"> ● In order to maximise the high-quality classroom interactions (such as frequent verbal/ formative assessment) between student and teacher, Science, English and Maths benefit from having additional classes at KS4 to reduce the number of students per class. 	<p><i>‘Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.’</i> EEF: Reducing Class Sizes</p> <p>Verbal and formative assessment have a positive impact on pupil attainment – EEF-Teacher Feedback to Improve Pupil Learning.</p>	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 11 Mentoring:</p> <ul style="list-style-type: none"> ● Continuing to develop the Yr11 mentoring programme for identified students by Middle and Senior Leaders, including specific revision sessions for identified disadvantaged students. 	<p><i>There is some evidence that pupils from disadvantaged backgrounds can benefit from up to about two months’ additional progress from mentoring. Other positive benefits have been reported in terms of attitudes to school, attendance and behaviour”</i> Sutton Trust and Educational Endowment Foundation: Teaching and Learning Toolkit</p>	<p>1,2,3,4,5</p>

<p>Funded music lessons:</p> <ul style="list-style-type: none"> Provision of one-to-one/small group music lessons for students from low-income families, who are undertaking a GCSE in music. 	<p><i>[Disadvantaged students are] likely to need additional support to maintain their musical progression, particularly in relation to the costs of instrumental lessons and participation in ensemble activities.’ and ‘music can provide opportunities [disadvantaged students] to acquire a range of transferable skills and enhance their confidence and aspirations.’</i> Arts Council England: Progression in Instrumental Music Making for Learners from Disadvantaged Backgrounds</p> <p>Small group and one-to tuition has positive effects on attainment for pupils. Sutton Trust and Educational Endowment Foundation: Teaching and Learning Toolkit</p>	1,2,3,4,5
<p>Peer mentoring opportunities:</p> <ul style="list-style-type: none"> Peer mentoring opportunities for sixth formers to voluntarily support younger students. 	<p><i>“There is some evidence that pupils from disadvantaged backgrounds can benefit from up to about two months’ additional progress from mentoring. Other positive benefits have been reported in terms of attitudes to school, attendance and behaviour”</i> Sutton Trust and Educational Endowment Foundation: Teaching and Learning Toolkit</p>	2,5
<p>Targeted Literacy and Numeracy Intervention:</p> <ul style="list-style-type: none"> The continued investment in software and resources from the following programmes to act as a diagnostic assessment tool and/or to provide a resource as part of a tiered system for literacy and numeracy interventions. <ul style="list-style-type: none"> Read Write Inc - Fresh Start Phonics Rapid Plus Lexia Maths Whizz The recruitment of and continued investment in staff to provide one-to-one and small group interventions (not exclusively from the above list). 	<p><i>‘Tuition is one of the best-evidenced interventions we have to support disadvantaged pupils’ attainment.’ 1:1 tutoring can have 5+ Months impact and small-group tutoring can have 4+ Months impact.</i> EEF- Making a Difference with Effective Tutoring.</p> <p>NFER report suggests students make 5.7 months progress in 2.3 months on the Rapid Plus Scheme.</p> <p>“</p>	1,2,3,4,5
<p>Social Skills interventions:</p> <ul style="list-style-type: none"> Introduction and continued implementation of a social skills groups to support disadvantaged pupils (including PP and SEND) in building 	<p><i>Tuition is one of the best-evidenced interventions we have to support disadvantaged pupils’ attainment.’ 1:1 tutoring can have 5+ Months impact and small-group tutoring can have 4+ Months impact.</i> EEF- Making a Difference with Effective Tutoring.</p>	1,2,3,5

<p>relationships, friendships and the skills to communicate effectively.</p>	<p>Students benefit from positive teacher-student relationships and peer-peer relationships, impacting attendance and work-ethic.</p> <p>Department for Children, Schools and Families – Pupils with Declining Attainment at Key Stages 3 and 4</p>	
<p>Accessing External Providers:</p> <ul style="list-style-type: none"> • Mental Health support and academic tutoring from Mental Health Natters Team • Mental health and emotional regulation support from our Pastoral Care Team • Careers advice and support from our Careers Lead • Academic and emotional support from our KS3 and KS4 Inclusion Rooms • Abingdon and Witney College Vocational Courses • SOFEA • Meadowbrook College Courses • Academy 21 • Heros • OX14 Interventions and Experiences 	<p>Providing students with mentoring and alternative provision (where necessary) has contributed to a reduction in exclusion rates amongst PP students, falling from 33.8% in 2022-2023 to 24% (in line with the national average) in 2023-2024.</p> <p><i>“There is some evidence that pupils from disadvantaged backgrounds can benefit from up to about two months’ additional progress from mentoring. Other positive benefits have been reported in terms of attitudes to school, attendance and behaviour”</i> Sutton Trust and Educational Endowment Foundation: Teaching and Learning Toolkit</p>	<p>1,2,3,4,5</p>
<p>Revision Support and Homework Clubs:</p> <ul style="list-style-type: none"> • Power Hour (with targeted invites), which starts with a 15-minute focussed session of core revision before students are either able to do their own work or continue under direct supervision of a subject specialist. • KS4 Supported Learning lessons • Timetabled support in the KS4 Inclusion Room 	<p>In the webinar (The National College), Wendy Adeniji explains how the provision of revision guides, as part of a wider project around encouragement, training and rewarding students led to improved progress of disadvantaged students in many schools she has inspected.</p> <p><i>“The impact of homework on learning is consistently positive (leading to five months additional progress)” and “evidence suggests that disadvantaged pupils benefit disproportionately from extending school time”</i> Sutton Trust and Educational Endowment Foundation: Teaching and Learning Toolkit</p>	<p>1,2,3,4,5</p>

<ul style="list-style-type: none"> • Purchasing of revision guides • Mentoring Programme • OX14 Academic Peer Support programme • Homework club provision, including additional clubs for Sparx and Educake to allow students with limited home support and technology to access high-quality adult support and technology. Targeted invites for disadvantaged students. 		
<p>Strategic Use of Inclusion Staff:</p> <ul style="list-style-type: none"> • Academic support from Teaching Assistant in and outside of lessons • Academic and pastoral support from KS3 and KS4 Inclusion Room Managers outside of lessons. • Pastoral support from Home School Link Worker • Pastoral Care team to support vulnerable students. 	<p><i>“Where the teaching assistants who were employed using Pupil Premium funding were most effective in helping to improve pupils’ achievement, schools had trained their teaching assistants well to fulfil this role, and placed the teaching assistants where data indicated that they were most needed to help pupils to catch up.”</i> Ofsted: The Pupil Premium. How schools are spending the funding successfully to maximise achievement</p> <p><i>‘Fostering a strong sense of belonging...with a strong and supportive pastoral presence’ can positively impact attendance.</i> Attendance toolkit for schools.pdf</p>	1,2,3,4,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Free School Meals:</p> <ul style="list-style-type: none"> • Ensuring all students entitled to Free School Meals can purchase appropriate food from school, by providing a subsidised amount of £3.60 for students to spend on food every day. 	<p><i>“...families living in poorer areas are more likely to be flooded with unhealthy food options, and experience worse physical and mental health as a result. For many children and young people, free school meals are their main source of hot, nutritious food. Healthy, free meals at school help enable all children to have the same opportunities to learn and thrive, no matter where they grow up.”</i> Impact on Urban Health</p> <p><i>‘Hunger in the classroom adversely affects pupil development and academic</i></p>	1,2,3,5

	<i>attainment</i> '. The Sutton Trust – Be it Breakfast Clubs or Free School Meals, We Must Take Hunger Out of the Classroom	
<p>Whole School Attendance Strategy: Whole school focus on improving attendance through:</p> <ul style="list-style-type: none"> • The implementation of our Belonging Strategy. • Attendance Officer and HSLW - building positive relationships with students and families. • Increased staff/parent engagement from tutor team upwards. • Improving attendance and target persistent absenteeism through early identification and action, parental contact, home visits and attendance workshops. • Breakfast Club • Supporting students with travel to school, including the purchasing of bus passes. 	<p><i>“More successful schools set up rapid response systems to address poor attendance”</i> DfE: Supporting the attainment of disadvantaged pupils</p> <p><i>‘Fostering a strong sense of belonging...with a strong and supportive pastoral presence’</i> can positively impact attendance. Attendance toolkit for schools.pdf</p> <p><i>‘Strong, cooperative relationships with families can help to prevent absence problems from becoming entrenched and enable schools to provide pupils with the support they need to attend school.’</i> Attendance toolkit for schools.pdf</p> <p>Magic Breakfast suggest increased attainment and increased attainment as a result of providing breakfast for students. Magic Breakfast</p>	1, 2
<p>Parent and Carer Engagement:</p> <ul style="list-style-type: none"> • Improving parent and carer contact and relationships with disadvantaged students through: <ul style="list-style-type: none"> ○ Home School Link Worker ○ DoLs ○ Tutor Team ○ Parental Workshops ○ Social Media ○ Epraise • Inviting parents to join in celebration opportunities for their children in school. • Prioritising disadvantaged students and their families when organising parent and carer teacher evenings. 	<p><i>“By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation.”</i> It goes on to give key elements including, <i>“tailoring communications to encourage positive dialogue about learning, regularly reviewing how well the school is working with parents and offering more sustained and intensive support where needed.”</i> Sutton Trust and Educational Endowment Foundation: Teaching and Learning Toolkit</p> <p><i>‘Strong, cooperative relationships with families can help to prevent absence problems from becoming entrenched and enable schools to provide pupils with the support they need to attend school.’</i> Attendance toolkit for schools.pdf</p>	2
Careers Provision:	Student Voice with Year 9 indicates that PP students feel less well prepared to	2,5

<ul style="list-style-type: none"> Sustain the recognised strengths of our award-winning careers advice and work experience (100% Gatsby benchmark), with additional support for disadvantaged students. 	<p>make the best option choices and post-16 choices (including work experience). It is also recognised that PP students will be more motivated to engage in independent study if they have high future aspirations. PP students are prioritised in the careers provision processes.</p> <p><i>“Building high aspirations, including inspirational careers advice and guidance, are key” Matthew Haynes SHMI: Improving Disadvantaged Pupils’ Outcomes</i></p>	
<p>Extra-Curricular activities and trips:</p> <ul style="list-style-type: none"> Provision of opportunities to increase cultural capital through trips. Provision of a wide number of extra-curricular activities to allow opportunity to engage in sports, the arts and hobby clubs for free, with the benefit of building friendship and social skills. 	<p><i>“outdoor adventure learning consistently shows positive benefits on academic learning. There is also evidence of an impact on non-cognitive outcomes such as self-confidence” and that “the impact of arts participation and sports participation on academic learning appears to be positive but low.”</i> Wider benefits include <i>“improved attitudes to learning, well-being, health and social benefits”</i> Sutton Trust and Educational Endowment Foundation: Teaching and Learning Toolkit:</p> <p><i>‘Cultural enrichment’</i> is included in how to support highly able (whether or not high prior-attaining) disadvantaged students. Research to understand successful approaches to supporting the most academically able disadvantaged pupils</p>	5
<p>Belonging Strategy:</p> <ul style="list-style-type: none"> Ensuring that students feel part of the school community by school assisting with uniform and equipment. This includes offering every Yr7 student a fully stocked pencil case and scientific calculator upon induction. Ensuring teachers know target students from low-income families so that they can build relationships effectively and have an awareness of the challenges they may face. Breakfast club to help students build friendships, increase attendance and remove barriers faced by hunger. Amendments to the school uniform policy in order to make it more inclusive. 	<p>Disadvantaged students are twice as likely to feel like they don’t belong. Allow sense of belonging can impact school attendance and behaviour. The Outward Bound Trust – Why Belonging in School Matters</p> <p><i>‘Hunger in the classroom adversely affects pupil development and academic attainment’.</i> The Sutton Trust – Be it Breakfast Clubs or Free School Meals. We Must Take Hunger Out of the Classroom</p> <p>Magic Breakfast suggest increased attainment and increased attainment as a result of providing breakfast for students. Magic Breakfast</p> <p><i>‘Almost half (47%) of young people who missed school because they didn’t have</i></p>	1,2,3,4,5

<ul style="list-style-type: none"> The Hive, The Roost and The Nest – specific inclusion provisions with consistent routines and staff members. 	<p><i>what they needed said they did not have the correct uniform or kit. Across all secondary school pupils, those in receipt of free school meals were more than three times as likely to give this reason for missing school than their peers.'</i></p> <p>Child Poverty Action Group –Secondary School Attendance Survey</p>	
<p>OX14 Partnership:</p> <ul style="list-style-type: none"> Prioritising pupils from low-income families to engage in a vast array of educational and skill-building opportunities with members of the local community, who attend both independent and state schools. 	<p><i>Cultural enrichment'</i> is included in how to support highly able (whether or not high prior-attaining) disadvantaged students. Research to understand successful approaches to supporting the most academically able disadvantaged pupils</p> <p>Enrichment activities can build 'soft skills' making students more employable and increase social mobility. Social Mobility Commission – An unequal playing field: extra-curricular activities, soft skills and social mobility.</p>	2,4,5
<p>Pastoral system:</p> <ul style="list-style-type: none"> All students have access to a strong pastoral system that supports students social, emotional and behavioural needs. 	<p><i>'Fostering a strong sense of belonging...with a strong and supportive pastoral presence'</i> can positively impact attendance. Attendance toolkit for schools.pdf</p>	1,2,3,4,5
<p>Travel support:</p> <ul style="list-style-type: none"> Provision of a later bus after school to allow students to access extra-curricular clubs and Power Hour, without having to be concerned about the constraints of transportation and additional costs. Provision of bus passes for students who would otherwise find getting to school a challenge. Provision of taxis for specific PP students who would otherwise struggle to attend. 	<p><i>'Over a quarter of young people (26%) who missed school because they didn't have what they needed said they couldn't afford transport to get to school. Children in receipt of free school meals were more likely to say it was difficult to afford getting to and from school compared to their peers (15 per cent compared to 9 per cent).'</i></p> <p>Child Poverty Action Group –Secondary School Attendance Survey</p>	2,4,5
<p>Personal Development Curriculum:</p> <ul style="list-style-type: none"> The continued provision of a robust personal development curriculum, using high-quality resources and delivered by high-quality teachers, 	<p>Disadvantaged students reap the most benefits of a strong PSHE curriculum. PSHE Association – PSHE Education supports academic success</p>	5

with whom students have a strong relationship.		
Student Voice: <ul style="list-style-type: none"> Utilising student voice to inform decision-making around support for all students, but particularly those recognised as disadvantaged. 	Through listening to student voice, we can better evidence our decision making around interventions and wider-school life to ensure that our students' needs are met.	1,2,3,4,5

Total budgeted cost: £223,870

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Challenge 1: GCSE Outcomes (Improved attainment among disadvantaged pupils across the curriculum at the end of Key Stage 4). (Working towards)

CPD/T&L:

Despite the Covid-19 Pandemic and the following closure of the school due to site issues (flooding and WRAAC) is 'historic', all students schooling was affected by the pandemic and a number of students currently in the school experienced disruption due to the following site issues. This can be said to have a lasting effect on current and previous cohorts, particularly the disadvantaged students who will have been more adversely affected. Due to the lack of KS2 data for the 2024-2025 cohort, Progress 8 scores have not been calculated nationally. We hope that with the continued efforts around staff CPD and the work around effective teaching and learning, staff will implement these techniques into their classrooms and embed them to support the closing of the attainment gaps. The increased focus on literacy and numeracy interventions is also hoped to identify and remedy any gaps in students' knowledge to enable them to move forward. CPD focus has continued to consider learning routines and ensure that these are embedded into both teacher and student practice. The introduction of the SSAT EFA project has seen the robust system of learning new techniques, reflecting on teacher practice and then reviewing through learning walks, observations and self-reflection being used to support teacher development.

KS4 Focus: including additional classes, supply of revision materials, and Y11 mentoring (Kickstart):

The Kickstart programme was successful in engaging students in improving their effort and attainment in their subjects, with a particular focus on disadvantaged students. Students were given specific feedback from their teachers about what they needed to do in order to improve their attainment and worked closely with their mentors on this. Upon review, changes are to be made for 25-26, with the addition of focussed small-group sessions, including a specific session for disadvantaged students.

Revision materials, including guides, continue to be supplied for disadvantaged students. This will be reviewed further in the 25-26 year to see that these are supplied to the students who need them and that they are supported in how best to utilise them. Following staff voice at the end of the 24-25 year, Heads of Department and Directors of Learning were able to share what they felt was needed to be supplied to support disadvantaged students. The 25-26 year will look to include the most valuable resources for students.

Teaching Assistants:

Teaching Assistants are continuing to be used in the classroom, with CPD offered regularly to all TAs to ensure that they are highly skilled. TAs were trained in RWI: Fresh Start and Rapid Plus reading programmes and were deployed to teach these during afternoon registration slots.

Recruitment and retention:

Several teachers have been supported in taking additional qualifications, with support for cover when they need it to complete learning related to their qualifications.

The Inclusion Team has seen a significant focus on recruitment, with plans to expand further into the 25-26 year (with the addition of a Safeguarding Manager, a teacher and HLTA for the in-school adapted provision, specific TAs with responsibility and capacity for literacy and numeracy interventions, and consistent KS3 and KS4 intervention room lead staff). The Director of Learning (Inclusion) role was made a permanent part of the pastoral structure creating capacity to support an identified, smaller cohort of students including those who may be identified as those from low-income families, young carers, EAL, service children and SEND. Young carers benefitted from small group sessions and the raising of the profile of young carers in the school (including significant fundraising events). This is hoped to continue and expand in the 25-26 year to continue the support offered. The recruitment of the Home School Link Worker (HSLW) has allowed for a dedicated member of staff to support to students who are at risk of higher absence and their families.

Challenge 2: Attendance (Improved attendance for all pupils, particularly our disadvantaged pupils). (Expected to achieve)

Improved attendance INC Taxi Subsidy

Work continues through the Directors of Learning and the Home School Link Worker to target those students who are persistent absentees (with attendance below 90%). There has been a drive to encourage a tiered system of approach, encouraging the tutor team, then DoL team and then the HSLW to support students of varying levels of absence to be encouraged into school. The HSLW was employed.

The school software, Epraise, is continuing to be used to reward those students with good attendance but this is calculated on a weekly basis so that students whose attendance is improving are not disadvantaged or discouraged.

To reduce barriers to attendance, the funding of uniform continued to be supported, with students being offered both second hand and new uniform to students should they need it. The school's PTA held numerous sales of nearly-new uniform, with a presence at the induction evening to support new students coming up to the school. A review took place at the end of the 24-25 year with a view to make changes to the school uniform policy to make it more inclusive (and less expensive). Furthermore, fully stocked pencil cases were given to PP students who requested it at the start of their time at the school, whether at the start of Year 7 or as a later transfer. Students were then routinely offered new equipment should they need it. Upon review, we have investigated systems surrounding uniform and equipment and hope to have a more effective system for 25-26.

Other PP support – AP and Mental Health Natters

Students accessing Mental Health Natters have engaged with surveys both before and after sessions, and the percentage of students with low wellbeing at the start is 43%, which changed to students saying at the end that 56% had moderate wellbeing and 12% stated that they had high wellbeing. Some students have improved relationships in school as a result and have a safe person, it has improved attendance, which is recognisable for students accessing other alternative provision. For example, a year 8 student had a significant number of external and internal exclusions whilst in year 7. This student accessed an alternative provision (boxing) and we saw improvements in the types of challenging behaviour they were displaying. As they have continued into our internal alternative provision (The Hive) this year, they have continued to succeed in school, and their incidents and levels of challenging behaviour has reduced.

One student, who is on full-time alternative provision has shown improvements at home and is succeeding in their alternative provision. The provider would like to keep him on post-16.

FSM subsidy:

The continued subsidy of FSM to ensure that students have sufficient funds to purchase food at school. Upon review and student voice, we look to see how we can further support students who are suffering from hunger in the 25-26 year. Students are supported in the school holidays with Tesco's vouchers, so that school holiday hunger is not a worry for parents and carers.

Parental Contact:

Parental contact continued to be a core focus, particularly with the introduction of the HSLW and DOL (Inclusion) to aid contact home and create family links for students, especially concerning attendance and Parent/Carer and Teacher evenings. Transition evening was well attended by parents, and there continues to be contact made between teachers and parents/carers. This continues to be a focus for the 25-26 year, where we look to expand the invitations in to school for parents, with a particular focus on positive/celebratory engagements.

Challenge 3: Literacy and Numeracy levels (Improved literacy and numeracy amongst PP students). (Expected to achieve)

Literacy Strategy and Interventions:

PP (FSM)	+0.07
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PP (Service)	+0.06
Non-PP	+0.09

Work has continued via whole-school CPD to ensure that the literacy strategy is well embedded, including the use of the pre-read, read and re-read strategy. Teachers are provided with software to construct seating plans which shows the reading ages of pupils and staff were supplied with these directly from the librarian, too. A more tiered literacy intervention system was introduced in the second half of the school year, with students with the biggest gap between their actual age and their reading age undergoing phonics screening, with the option to put through a phonics intervention (Read Write Inc Fresh Start) or place on the Rapid Plus reading scheme. The literacy interventions were reviewed at the end of the school year, with adjustments needing to be made to the times in which students were invited for reading interventions, as it was apparent that students were not receiving an adequate amount of dedicated time for their sessions, due to the sessions being held during afternoon registration. It was also apparent that students needed more consistency in session leaders and session times/days) to make attending the sessions easier and more impactful. Furthermore, the staffing capacity needs to be increased to ensure that students receive the consistency and a specifically trained, dedicated member of staff to run interventions. We hope that by giving specific TAs increased capacity in the 25-26 year, we will see a more embedded, impactful intervention system be in place. Despite the need for review, the above figures show an average growth for all groups of students (formatted Years: Months). It is interesting to see that there is little disparity between students eligible for free school meals and service children, and again to the non-disadvantaged students. Students will have received varying amounts of time in sessions, due to absence (both themselves and reading volunteers) and due to the length of each session they attended. Two highlights of growth (both PP) is that they improved their reading age by +2.03 and +2.02. Also, 3 disadvantaged students accessed the phonics scheme, and they all improved and grew in confidence.

Challenge 4: Independent Learning (Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects). (Expected to achieve)

Power hour/Homework Club:

Directors of Learning, teachers and tutors continue to support and respond quickly to poor Attitude to Learning 2 scores (ATL2) and the introduction of subject-specific homework club has ensured that students for whom homework is either difficult or onerous to complete are far better catered for. Continued monitoring of this data is needed and ensuring that the profile of homework and that the spaces and times for homework completion opportunities that are on offer continue to increase. However, this will continue to be reviewed over the course of the year and student voice used to evaluate the system on offer.

Attendance and focus at Power Hour has increased significantly, with students present engaging positively with the purposeful working atmosphere it offers. Power Up – a 15-minute, core-focussed intervention for all students at the start of each Power Hour session – has been used effectively and work on this is ongoing. We are continuing to ensure that students identified as having the most to gain from Power Hour, including those eligible for the Pupil Premium, are targeted and continually monitored through the Kick Start program.

ICT support/Technology:

The introduction of new software has taken place, so that laptops provided to students can be better monitored, with reports being sent regularly to Directors of Learning to ensure that the laptops were being deployed and used effectively, with a number of disadvantaged students being able to use technology to access learning from home when required. IT sent data to Directors of Learning on who was accessing their device, so that this could be followed up.

Challenge 5: Cultural Capital, Engagement and Aspiration (Improved engagement in opportunities outside of the classroom and aspiration amongst disadvantaged students).

(Expected to achieve)

Larkmead continue to run extensive extra-curricular activities and trips for all students. The Year 7 PGL trip has been moved to later in the school year, but we wish to see an increase on last year's attendance (see below).

PGL Participation	Percentage involvement (non-PP)	Percentage involvement (PP)
Year 7 in 2023-24	83% (116 out of 139)	59% (22 out of 37)
Year 7 in 2024-25	67% (84 out of 126)	61% (33 out of 54)

Careers Provision:

Due to our Careers Lead suffering from long-term illness, our careers provision was slightly altered for the 24-25 year. However, a significant number of trips still took place, and our disadvantaged students still received additional support when considering their next steps. PP children were still prioritised for interviews and supported, despite staff absence.

