

# Pupil premium strategy statement – Larwood School

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.

## School overview

Detail	Data
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025-26 2026-27 2027-28
Date this statement was published	January 2026
Date of review	July 2026
Statement authorised by	Bianca Osobu, Headteacher
Pupil Premium lead	Bianca Osobu
Trustee lead	Dan Login, Chair of Trustees

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,250
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£103,250

# Part A: Pupil premium strategy plan

## Statement of intent

At Larwood School, the majority of pupils eligible for pupil premium also present with complex SEND, social communication difficulties, SEMH needs and disrupted educational histories. Many pupils join Larwood with significant gaps in learning, low confidence and barriers linked to attendance, regulation and mental health.

- Our intention is that pupil premium funding is used to ensure disadvantaged pupils:
- Make strong and sustained progress from their individual starting points
- Experience high-quality, specialist teaching and support regardless of site or pathway

Access a broad curriculum, enrichment and therapeutic provision that prepares them for their next stage

The opening of Larwood Beech Road, a satellite provision in a neighbouring local authority, forms a key part of this strategy. Pupil premium funding supports parity of provision across both sites, ensuring pupils at Beech Road benefit from the same high expectations, curriculum offer, staffing expertise and safeguarding systems as those at the main Larwood site in Stevenage.

This strategy builds on the previous pupil premium report, continuing successful approaches while responding to increased capacity, complexity and cross-site delivery.

## Challenges

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

Challenge number	Detail of challenge
	In-school barriers
1	High levels of SEMH need, trauma and emotional dysregulation impacting learning and attendance
2	Significant gaps in literacy and numeracy due to disrupted or inconsistent education

3	Low confidence, motivation and engagement with learning
4	Communication and language difficulties linked to SEND
5	Increased complexity of delivering consistent provision across multiple sites
<b>External barriers</b>	
5	Poor attendance linked to anxiety, family circumstances and disengagement.
6	Limited parental capacity to support learning
7	Economic hardship affecting readiness for school
8	Reduced access to cultural capital and enrichment opportunities

## 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
Strong progress from individual starting points	Progress evidenced through assessment data, EHCP outcomes and progression booklets
Improved attendance and engagement	Sustained improvement in attendance and reduction in persistent absence
Improved emotional regulation and readiness to learn	Reduced incidents of crisis behaviour; increased time engaged in learning
Parity of provision across Larwood sites	Consistent curriculum, staffing expertise and outcomes across Larwood and Beech Road
Increased cultural capital and life skills	Participation in enrichment, off-site learning and transition pathways

## Activity in the academic year 2025-26

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£40,000** (Pupil Premium funds a proportion of this)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to specialist teachers and support staff to enable small-group and personalised teaching across <b>both Larwood sites (Stevenage and Beech Road)</b> (HLTA £32,000)	EEF guidance highlights the impact of high-quality teaching and targeted professional development on pupil outcomes, particularly for disadvantaged pupils	1,2,3,4
Targeted CPD in trauma-informed practice, autism and neurodiversity (£8,000)	Internal monitoring shows improved engagement and reduced incidents where staff apply trauma-informed strategies consistently	1,2,3,4
Ongoing training linked to Behaviour Watch, EHCP-informed planning and assessment	Internal monitoring shows improved engagement and reduced incidents where staff apply trauma-informed strategies consistently	1,2,3,4

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

Budgeted cost: **£52,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and numeracy interventions mapped directly to EHCP outcomes and delivered consistently across <b>both Larwood sites (Stevenage and Beech Road)</b>	EEF evidence supports targeted small-group and 1:1 interventions for pupils with significant gaps in learning	2,3,4
Small-group and 1:1 teaching delivered by specialist staff to ensure parity of academic support	School assessment data demonstrates strong progress from starting points when interventions are closely aligned to individual need	2,3,4

across sites (HLTA £32,000 & part-time Music Teacher £20,000)		
Use of progression booklets and assessment data to personalise learning and ensure consistency of expectations across both provisions	Evidence indicates that personalised learning informed by ongoing assessment and structured progression frameworks improves engagement and progress for pupils with SEND and those with disrupted learning histories.	2,3,4

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

Budgeted cost: **£34,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and early intervention with families ( <b>across both Larwood sites</b> )	Evidence shows that improved attendance is strongly linked to improved academic progress and wellbeing. Early identification and family engagement reduce persistent absence, particularly for disadvantaged pupils.	1, 5, 6, 7, 8
Therapeutic and wellbeing interventions (counselling, regulation support) across both sites (£25,000)	Research and school-based evidence demonstrate that targeted emotional and mental health support improves pupils' readiness to learn, engagement and ability to regulate behaviour.	1, 5, 6, 7, 8
Enrichment, off-site learning and structured transition preparation offered equitably across Larwood Stevenage and Beech Road (£7,000)	Evidence indicates that access to enrichment and real-world learning increases motivation, aspiration and social development for disadvantaged pupils, supporting successful transition to the next stage.	1, 5, 6, 7, 8
Practical support with uniform, transport and basic needs where required across both provisions (£2,000)	Evidence shows that removing practical and financial barriers improves attendance, punctuality and engagement, particularly for families experiencing economic hardship.	1, 5, 6, 7, 8

**Total budgeted cost: £126,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Pupil premium funding has continued to have a significant and sustained impact on outcomes for disadvantaged pupils, the majority of whom also have complex SEND and SEMH needs. While attainment remains below national benchmarks, pupils consistently make strong progress from individual starting points, which is appropriate and ambitious given their needs and prior experiences.

Progress has been evidenced through:

#### **Internal assessment data and progression booklets**

Progress towards EHCP outcomes

Improved engagement, regulation and readiness to learn

Qualitative evidence from pupil progress meetings, case studies and external reviews

Disadvantaged pupils benefited from highly personalised learning pathways, enabling them to re-engage with education, develop confidence and sustain learning over time.

#### **Impact of spending on teaching and staffing**

Investment in specialist staffing has been central to the success of the pupil premium strategy. Funding has contributed to:

Small-group and 1:1 teaching for pupils with significant gaps in learning

Increased adult capacity to support regulation, engagement and attendance

Consistent implementation of trauma-informed and SEND-specific strategies

This approach has resulted in improved classroom engagement, reduced escalation of behaviour and stronger relationships between pupils and staff. The impact has been particularly evident for pupils who previously struggled to access whole-class learning.

#### **Impact of spending on targeted academic support**

Targeted literacy and numeracy interventions, aligned directly to EHCP outcomes, enabled pupils to make meaningful progress in core skills. Interventions were closely monitored and adapted using assessment data and progression booklets.

Evidence of impact includes:

Accelerated progress in phonics, reading and functional maths

Improved confidence and willingness to attempt learning tasks

Greater consistency in progress across subjects due to aligned planning

These approaches built on last year's successful strategies and were retained due to their demonstrable impact.

### **Impact of spending on attendance, behaviour and wellbeing**

Pupil premium funding supported a wide range of attendance, behaviour and wellbeing strategies, which were closely integrated with safeguarding systems.

This included:

Early intervention and family engagement for pupils with attendance concerns

Therapeutic and SEMH support for pupils experiencing emotional distress or trauma

Enrichment and off-site learning opportunities to build motivation, resilience and aspiration

As a result, targeted pupils demonstrated improved

### **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Therapeutic support	The Butterfly Room
Mental health support	NHS (located onsite)

## Further information

### Additional activity

- In addition to the core strategies outlined in Part A, pupil premium funding is also used to support **wider and responsive activity** that removes barriers to learning, engagement and wellbeing, particularly for pupils with SEND and SEMH needs.

This includes:

- **Additional staffing capacity** to support pupils during periods of transition, reintegration or heightened emotional need, ensuring pupils remain safe, regulated and engaged in learning.
- **Flexible deployment of staff** to respond to attendance, behaviour and safeguarding concerns as they arise, particularly for pupils experiencing crisis or instability.
- **Targeted resources and curriculum materials** to ensure parity of provision across Larwood and Larwood Beech Road, including specialist equipment and learning tools.
- **Revamp of the KS1 playground** to improve pupils' access to safe, structured and purposeful outdoor provision. This work supports emotional regulation, positive play, social development and readiness to learn, particularly for younger pupils with SEMH needs.
- **Enhanced transition support** for pupils new to Larwood, including baseline assessment, personalised transition planning and early family engagement.
- These activities reflect the school's SEND context and mirror successful approaches from the previous year's strategy, where flexible and responsive use of funding supported improved engagement, attendance and wellbeing.

### Planning, implementation, and evaluation

The pupil premium strategy is planned, implemented and evaluated through a **clear and rigorous cycle of review**, ensuring funding is used effectively and continues to address pupils' most significant barriers to learning and wellbeing.

#### Planning

- The strategy is informed by detailed analysis of assessment data, EHCP outcomes, attendance and behaviour data, safeguarding information and pupil voice.
- Barriers are reviewed annually and refined in response to cohort needs, school expansion and the opening of Larwood Beech Road.
- Planning is aligned directly with the School Improvement Plan, with a specific focus on **parity of provision across sites**.

#### Implementation

- Funding is primarily deployed through staffing, enabling highly personalised and specialist provision.
- Strategies are implemented consistently across Larwood and Larwood Beech Road, supported by shared systems, policies and leadership oversight.

- Staff receive ongoing training, guidance and supervision to ensure fidelity and consistency of implementation.

**Evaluation**

- Impact is reviewed termly through pupil progress meetings, EHCP reviews and analysis of attendance, behaviour and engagement data.
- Leaders triangulate quantitative data with qualitative evidence, including case studies, pupil voice and staff feedback.
- Trustees receive regular updates on pupil premium spending and impact, enabling effective challenge and strategic oversight.