# Pupil premium strategy statement - Arden Primary School

This statement details our school’s use of pupil premium (and recovery 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

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| **Detail** | **Data** |
| Number of pupils in school | 550  |
| Proportion (%) of pupil premium eligible pupils | 31.45% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023 - 24 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Mr A Briggs |
| Pupil premium lead | Mrs J Dunn |
| Governor / Trustee lead | Mr P Wilkinson |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £184,785 |
| Recovery premium funding allocation this academic year | £13,920 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)**\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £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* | £198,705 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Arden Primary School, we have high expectations for all of our pupils and this includes those eligible for pupil premium funding. School staff speak with one voice in their ambition to focus sharply on the learning needs of our disadvantaged children. Our pupil premium strategy is focused on ensuring that we support all our children, including those who are disadvantaged, to achieve highly. We acknowledge that children get one chance at an education and that it is our absolute responsibility to ensure that we get this right. Through our school values of resilience, respect, aspiration, imagination and independence, children are supported to become confident, caring and respectful citizens.Children are taught by highly effective classroom practitioners, supported by quality teaching assistants. High-quality teaching is the most important lever schools have in improving outcomes for children, and particularly disadvantaged pupils. All staff benefit from a well-considered approach to continuous professional development and our approach to teaching and learning is evidence-informed and research-based. We prioritise children’s starting points when designing our school curriculum and identify school development priorities using an analytical approach. Evidence consistently shows the positive impact that targeted academic support can have and our pupil premium strategy strives to develop structured interventions, small group tuition and one-to-one support. A key component of our strategy also prioritises the identification of and reducing the detrimental effect of additional barriers to learning that may relate to non-academic factors. These may include attendance, behaviour and social and emotional support, which could be more prominent following periods of school closure. Support is given through our strategy to ensure that all pupils benefit from broad educational experiences and that an effective system is in place to promote and monitor attendance levels and children’s wellbeing.All staff at Arden recognise that educational attainment is the best predictor we have of a young person’s long-term outcomes. Our strategy endeavours to create a culture of continuous improvement for all our learners regardless of common challenges faced by all pupils or by any individual need.  |

## Challenges

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

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| **Challenge number** | **Detail of challenge** |
| 1 | Assessments, observations, discussions with staff and pupils and comprehensive data analysis indicate a statistically significant gap in writing attainment across the whole school and across all groups of pupils. Addressing and reducing this gap is a major challenge and focus for the whole staff team for 2022/23 and beyond. |
| 2 | Assessments, observations and discussions with pupils indicate that there are under-developed reading skills amongst disadvantaged pupils. These are evident from Reception through to KS2. |
| 3 | 2022 Phonics assessments indicated a gap in Arden’s attainment compared to National. 2023 Phonics assessments show that this gap has decreased in 2023 but we need to continue with a positive trend through investment in this area. |
| 4 | Assessments, observations and discussions with pupils indicate that maths skills are under-developed amongst disadvantaged pupils. These are evident from Reception through to KS2. |
| 5 | Baseline assessments and observations in Reception indicate that children, particularly those who are disadvantaged, enter the school with low starting points. GLD outcomes in 2022 were 20% below national; as a result 55% of current Y1 pupils did not achieve GLD in Literacy. However, results in 2023 were above national due to investment in the EYFS. However, PPG and gender gaps remain across all areas. |
| 6 | Analysis of external data suggests that disadvantaged pupils do not attain as well as non-disadvantaged pupils for Reading, Writing and Maths combined at KS2.  |
| 7 | We have recently welcomed 30 International New Arrivals from Afghanistan. This has put classes across the school under some strain. All staff are committed to ensuring these children can thrive and achieve, both during their time at Arden and beyond. Adaptations and additional support to ensure increased educational outcomes and independence over time are both a challenge and a priority. |
| 8 | Analysis of our internal Venn diagram tracking system in conjunction with observations, CPOMS and discussion with children and families suggests that many pupils have experienced social and emotional difficulties. |
| 9 | When comparing the most recent attendance data with all pupils, the attendance of disadvantaged pupils is lower. This is for all metrics but most marked in levels for persistent absence. |
| 10 | Observations and discussions with pupils show that like in many schools there can be poor oral and communication skills evident within our disadvantaged cohort. Left unchallenged this deficit and a narrower vocabulary will remain a barrier throughout the primary years. |

## 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.

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| **Intended outcome** | **Success criteria** |
| Improved reading attainment among disadvantaged pupils. | The disadvantaged gap has narrowed in all year groups. |
| Improved phonics attainment among disadvantaged pupils. | Attainment for disadvantaged pupils has increased with a narrowing of the disadvantaged gap by 20%. |
| Improved writing attainment among disadvantaged pupils. | The disadvantaged gap has narrowed in all year groups. |
| Improved Maths attainment among disadvantaged pupils. | The disadvantaged gap has narrowed in Y5 and Y6. |
| Reading, Writing and Maths scores combined have improved for disadvantaged pupils at KS2. | Reading, Writing and Maths scores combined have increased by +10% for PPG pupils. |
| Improved attainment in the Early Years among disadvantaged pupils. | The disadvantaged gap has narrowed in EYFS, particularly in Physical Development and Literacy. |
| Improved wellbeing for all pupils, particularly our disadvantaged pupils. | High levels of wellbeing evidenced through qualitative data from pupil voice, student and parent surveys. These are supported by high levels of participation in enrichment activities particularly amongst disadvantaged 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)

Budgeted cost: £ 42,612

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Purchase of standardised diagnostic assessments (NFER).Attainment and progress of PPG is tightly monitored and tracked ensuring that all children benefit from high expectations, teacher focus and targeted intervention whenever it is deemed necessary. | Used judiciously and effectively, standardised tests provide specific information about a pupil’s strengths and weaknesses and allows for next steps in their learning to be planned effectively.[NFER](https://www.nfer.ac.uk/for-schools/free-resources-advice/assessment-hub/introduction-to-assessment/how-to-ensure-a-test-is-valid/)/[EEF Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit)/[EEF Feedback Report](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback) | 1-6 |
| Purchase of standardised diagnostic assessments (CGP).Attainment and progress of PPG is tightly monitored and tracked ensuring that all children benefit from high expectations, teacher focus and targeted intervention whenever it is deemed necessary. | Used judiciously and effectively, standardised tests provide specific information about a pupil’s strengths and weaknesses and allows for next steps in their learning to be planned effectively.[NFER](https://www.nfer.ac.uk/for-schools/free-resources-advice/assessment-hub/introduction-to-assessment/how-to-ensure-a-test-is-valid/)/[EEF Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit)/[EEF Feedback Report](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback) | 1-6 |
| Purchase of ‘Rocket Phonics’ resources for the teaching of synthetic phonics to secure strong phonics teaching. | Research consistently shows that a secure approach to the teaching of phonics ensures a positive impact on word decoding.[Improving Literacy in KS1](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1)/[EEF Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit)/[DfE](https://www.gov.uk/government/news/reading-at-an-early-age-the-key-to-success) | 1, 2, 3, 5 |
| Whole staff training, monitoring visits and resources from ‘Read to Write’ to improve writing outcomes across the whole school.  | Read to Write is evidence-based teaching of writing through comprehensive units of work that follow a structured sequence. The approach aligns closely to recommendations within the EEF’s ‘Improving Literacy’ report. [Read to Write](http://www.literacycounts.co.uk)/[Preparing for Literacy in EYFS](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years)/[Improving Literacy in KS1](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1)/[Improving Literacy in KS2](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2) | 1, 2, 5, 6 |
| Online subscription to our PSHE curriculum, ‘Jigsaw’ ensures consistently effective teaching in social and emotional learning. Staff to all receive training from Julia Storey on challenges faced by children in relation to LGBTQ+ issues. | Extensive evidence suggests that teaching a progressive and effective social and emotional scheme of work, prepares children for life, helping them to relate to other people in an ever-changing world.[Improving Social and Emotional Learning in Primary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) | 8 |

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

Budgeted cost: £103,247

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Additional phonics sessions targeted at pupils who require further phonics identifies PPG children to ensure that they don’t fall behind their peers | A strong evidence base shows that teaching phonics has a positive impact on pupils and this is especially the case for disadvantaged pupils.[Improving Literacy in KS1](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1)/[EEF Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit)/[DfE](https://www.gov.uk/government/news/reading-at-an-early-age-the-key-to-success) | 2, 3, 5 |
| Employment of additional teaching assistant support to add value to the work of the teacher in class. The focus of this support will be in raising attainment in Maths and Literacy | Evidence suggests that where teaching assistants have a direct instructional role that is complimentary to quality first teaching this benefits all pupils but especially those who are disadvantaged.[Effective Use of Teaching Assistants](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants)/[EEF Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 1-6 |
| Same day interventions and core classroom teaching strategies that improve children’s literacy and numeracy. | There is a strong body of evidence that demonstrates the benefit of structured interventions for pupils struggling with their literacy and numeracy.[Improving Literacy in KS2](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2)/[Improving Literacy in KS1](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1)/[EEF Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 1-6 |
| Support the academic attainment of the children in identified year groups who have been most affected by the pandemic by maintaining smaller classes where possible | There is evidence that suggests larger classes can affect the attainment of all pupils but especially those from a disadvantaged background.[EEF Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 1-6 |
| Targeted support for small group work with PPG children in KS2 to include pre-teaching and same day interventions. Working with children in small groups for Maths and English lessons.  | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.[Evidence for Learning](https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/small-group-tuition/)/[Small Group Tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)/[EEF Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 1-5 |
| Targeted support with speech and language for children in EYFS through employment of an ELKLAN-trained Teaching Assistant | Targeted intervention can be an effective method to support those with early language delays in catching up with their peers. [Early language | EEF](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language) | 3, 5 |

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

Budgeted cost: £56,180

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Children with high-level behavioural needs receive targeted intervention allowing them to increase their rates of progress and narrow the disadvantaged gap.  | Evidence exists that a combination of targeted interventions and whole class approaches have positive overall effects on academic attainment. [EEF Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions)/[Team Teach](https://www.teamteach.co.uk/) | 7-10 |
| Children in Maple/Willow access the curriculum within a high nurture environment.Class teachers are able to maximise the use of Teaching Assistants to support PPG children remaining in class. | Evidence points to school-level behaviour approaches being related to improvements in attainment. Frequent sessions over an extended period appear to be the most successful.[Behaviour Interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 7-10 |
| Families in receipt of the PPG will benefit from additional support thereby reducing barriers to learning and helping to raise standards.Relationships with our harder to reach PPG families are improved and maintained. | Pastoral support is critical in identifying, understanding and responding to the challenges facing school. By developing sound pastoral structures and systems, it is expected that we get the best from all students.[Freedom to Teach](https://freedomtoteach.collins.co.uk/effective-pastoral-care/)/[BERA](https://www.bera.ac.uk/blog/pastoral-care-a-whole-school-approach-to-creating-the-ethos-of-wellbeing-that-culminates-in-better-engagement-and-improved-academic-achievement-of-learners)/[Working with Parents to support Children's Learning](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents) | 7-10 |
| Families having trouble with attendance and/or punctuality will benefit from extra support as required and ensure that their children’s attendance improves. | Pupils absent from school miss significant learning time. Ensuring children are in school is crucial in maximising rates of progress and attainment.[Education Policy Institute](https://epi.org.uk/wp-content/uploads/2020/12/ANALYSIS_School-attendance-and-lost-schooling-across-England.pdf)/[Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) | 9 |
| Values of resilience, independence and respect develop through the experience of group work, overnight stays and experiences beyond the school grounds. | A growing body of evidence demonstrates the positive impact of trips and providing children on wider experiences on the children’s academic and wider experience.[Education Business](https://educationbusinessuk.net/features/school-trips-help-schools-succeed)/[Learning Away](http://learningaway.org.uk/wp-content/uploads/Learning-Away-Interim-Evaluation-Summary-2-_September-2014.pdf) | 7-10 |

 **Total budgeted cost: £ 202,039**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| We have analysed the performance of our school’s disadvantaged pupils during the 2022/23 academic year using performance data, phonics check results and our own internal assessments. The Headteacher and Deputy Head also engaged in a rigorous data analysis exercise facilitated by the team at the Local Authority in order to analyse and understand the school’s data picture fully and comprehensively.To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019 and data from 2022, in order to assess how the performance of our disadvantaged pupils has changed during this period.Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school’s disadvantaged pupils in 2022/23 was below our expectations. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. A stark gap in Literacy attainment remains, which staff and Senior Leaders have moved quickly to address through the rollout of evidence-based, accredited and research-informed measures.  |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| **Programme** | **Provider** |
| None |  |

## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
| Not applicable. |
| **The impact of that spending on service pupil premium eligible pupils** |
| Not applicable. |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |