

Pupil premium strategy statement – Arnold View Primary 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 and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	314
Proportion (%) of pupil premium eligible pupils	18.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Otterburn
Pupil premium lead	Carl Jarvis
Governor / Trustee lead	Paul Key

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 80,295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 80,295

Part A: Pupil premium strategy plan

Statement of intent

At Arnold View Primary and Nursery School, we strive to provide the highest quality education for all our children, regardless of their background. We aim to nurture aspiration and instil a strong belief in every child that they can achieve whatever they set their minds to.

Our Pupil Premium Strategy has been carefully developed to identify the specific challenges faced by our disadvantaged pupils and to outline how we will use the allocated funding to address these barriers and unlock their full potential.

In recent years, increasing levels of social deprivation and the rising cost of living have had a significant impact on many families within our community. As a result, we have seen a small but notable increase in the number of families accessing Pupil Premium funding. These challenges manifest in various ways, including gaps in academic learning, lower attendance, mental health and wellbeing concerns, and difficulties in meeting the expectations of the school environment—such as the presentation of work and engagement with learning.

We have identified these challenges through a comprehensive approach, drawing on research from the Department for Education and the Education Endowment Foundation, alongside in-school data, professional dialogue with teachers and our SENCO, and direct engagement with children and families.

Our goal is to ensure that disadvantaged pupils have access to a broad and balanced curriculum and are given every opportunity to thrive—not only in core subjects but across all areas of learning. We are committed to providing enriching life experiences, developing essential skills, and building knowledge that will support our pupils throughout their educational journey and into adulthood.

We are passionate about ensuring that our provision enables Pupil Premium pupils to overcome barriers and achieve their full potential. We work closely with families to foster strong partnerships and increase engagement, so that we can be the champions our pupils and their families deserve. We are dedicated to going above and beyond to raise attainment, support social and emotional development, improve attendance, enhance cultural capital, and prepare our pupils for life in modern Britain.

Challenges

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

Challenge number	Detail of challenge
1 Phonics	Assessments, observations, and pupil discussions reveal that disadvantaged pupils often struggle more with phonics than their peers.

	<p>This foundational gap affects their ability to decode words and develop fluency. In Year 1, only 33% of Pupil Premium pupils passed the phonics screening check, compared to 79% of non-PP pupils. This early difficulty in phonics has a knock-on effect on reading confidence and progression, making targeted phonics intervention essential.</p>
2 Reading	<p>Reading attainment among disadvantaged pupils is consistently lower than that of their peers. For example, in Year 2, only 43% of PP pupils achieved age-related expectations in reading, compared to 70% of non-PP pupils. This gap is often linked to limited exposure to books and reading at home, which affects vocabulary development, fluency, and comprehension—particularly inference skills. Contextual understanding in reading is also hampered as our pupils lack exposure to cultural and travel experiences. School-based strategies must compensate for this lack of early reading experiences and increase cultural capital in order to develop contextual understanding.</p>
3 Writing	<p>Writing is a persistent area of underachievement for disadvantaged pupils. In Year 2, only 28% of PP pupils met age-related expectations in writing, compared to 66% of non-PP pupils. Poorer oracy skills among PP pupils impact their ability to formulate and retain sentences, which affects composition and structure. Handwriting, punctuation, and sentence fluency are also areas requiring focused support. These gaps suggest a need for enriched language experiences and structured writing interventions.</p>
4 Maths	<p>Maths outcomes for PP pupils are below those of their peers in several year groups. In Year 4, for instance, 75% of PP pupils met age-related expectations in maths, compared to 97% of non-PP pupils. The Multiplication Tables Check also showed that only 25% of PP pupils achieved full marks, compared to 61% of non-PP pupils. These results suggest that disadvantaged pupils may have had less early exposure to number concepts and counting, affecting their fluency and confidence in maths.</p>
5 Attendance	<p>Attendance data shows a significant gap between disadvantaged and non-disadvantaged pupils. Currently, 26% of PP pupils are persistently absent, compared to 14% of their peers. Although this is an improvement from 33% in previous years, the gap remains concerning. Poor attendance limits access to learning and contributes to wider attainment gaps. Continued work with families and targeted attendance strategies are vital.</p>

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
<p>Through targeted phonics interventions, we aim to significantly increase the percentage of disadvantaged pupils passing the Year 1 phonics screening check. By strengthening decoding and fluency skills, pupils will build a strong foundation in reading, leading to greater confidence and engagement with literacy. This will help narrow the phonics gap and support long-term reading success.</p>	<ul style="list-style-type: none"> • Increased percentage of disadvantaged pupils passing the Year 1 phonics screening check. • Improved decoding and fluency skills leading to stronger early reading foundations. • Greater reading confidence and engagement in literacy activities. • Narrowing of the phonics gap between disadvantaged and non-disadvantaged pupils.
<p>Our goal is to improve reading attainment for disadvantaged pupils across all year groups. By enhancing vocabulary, fluency, and comprehension—especially inference skills—we aim to foster a love of reading. School-led initiatives will increase access to books and reading experiences, while parental engagement will be encouraged to support reading at home. These efforts will help close the reading gap and promote lifelong literacy.</p>	<ul style="list-style-type: none"> • Improved reading attainment across all year groups for disadvantaged pupils. • Enhanced vocabulary, fluency, and comprehension, particularly inference skills. • Increased access to and enjoyment of reading through school-led initiatives. • Stronger parental engagement in reading at home, supported by school outreach.
<p>We intend to raise writing attainment among disadvantaged pupils by developing their oracy skills and providing enriched language experiences. Focused support in handwriting, punctuation, and composition will help pupils express themselves more effectively. As confidence and independence in writing grow, pupils will be better equipped to meet age-related expectations and succeed across the curriculum.</p>	<ul style="list-style-type: none"> • Improved writing attainment, with more disadvantaged pupils meeting age-related expectations. • Enhanced oracy skills, supporting sentence construction and writing fluency. • Better handwriting, punctuation, and composition through targeted interventions. • Increased confidence and independence in writing tasks across the curriculum.

<p>Our aim is to improve maths attainment and fluency for disadvantaged pupils by strengthening their number sense and problem-solving abilities. Targeted interventions will help pupils gain confidence in maths and increase the number achieving full marks in assessments like the Multiplication Tables Check. These efforts will reduce the attainment gap and support pupils in developing essential numeracy skills.</p>	<ul style="list-style-type: none"> • Improved maths attainment and fluency for disadvantaged pupils across all year groups. • Increased number of pupils achieving full marks in the Multiplication Tables Check. • Greater confidence in number sense and problem-solving. • Reduced attainment gap in maths between disadvantaged and non-disadvantaged pupils.
<p>We are committed to reducing persistent absence rates among disadvantaged pupils by building strong relationships with families and implementing targeted attendance strategies. Improved attendance will ensure pupils have consistent access to learning, leading to better engagement and academic progress. Over time, this will help close attainment gaps and support pupils in reaching their full potential.</p>	<ul style="list-style-type: none"> • Reduction in persistent absence rates among disadvantaged pupils. • Improved overall attendance leading to better access to learning. • Stronger relationships with families to support regular school attendance. • Increased engagement and progress due to consistent participation in school life.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 40,147.5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised assessments. Training for staff to ensure assessments are interpreted and</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2, 4</p>

administered correctly.		
Strengthen fidelity to existing phonics scheme (RWI) through regular coaching and monitoring.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Implement targeted phonics catch-up using existing validated scheme (RWI) for pupils below expected standard.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Enhancement of our teaching of reading, including reading in the curriculum. We will fund release time for the English lead to provide ongoing support for staff.	Refining the teaching and learning of reading across school so that there is a consistent approach, with improved reading comprehension outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Enhance our reading intervention with an online programme such as Reading +.	Refine the intervention of reading in regular, sustained reading programme including fluency. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2
Create a curriculum that is rich in first hand experiences and deep knowledge that then can be recalled to enhance writing opportunities.	EEF evidence highlights that prior knowledge plays a crucial role in learning. Pupils with strong foundational knowledge can make better connections when writing, leading to richer, more coherent compositions. Building cultural capital and experiences strengthens this prior knowledge base. <i>EEF Blog – “Exploring the Evidence: Prior Knowledge and Misconceptions”.</i>	3
Continue to enhance and develop attendance strategies,	EEF’s rapid evidence review of attendance interventions highlights that parental engagement approaches and responsive interventions tailored to individual needs show promise for improving attendance. Mentoring and com-	5

including a focus on PP children.	munication strategies are also identified as potentially effective. <i>EEF – “Attendance interventions rapid evidence assessment”</i> .	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 20,073.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement targeted phonics interventions using validated scheme.	EEF research shows that systematic phonics approaches have a high impact on early reading, especially for disadvantaged pupils.	1
Establish a bi weekly reading-for-pleasure program with access to high-quality texts that ignite the children’s interests.	Studies show that reading for pleasure is strongly correlated with improved reading outcomes and vocabulary development.	2
Introduce structured oracy programs to develop speaking and listening skills	EEF highlights oral language interventions as having a high impact on pupil progress, particularly in writing and comprehension.	3
Use manipulatives and visual representations in maths lessons to support conceptual understanding	EEF evidence suggests that concrete resources help disadvantaged pupils grasp abstract mathematical concepts more effectively.	4
Launch an attendance mentoring program with regular check-ins and rewards	DfE guidance and school case studies show that mentoring and incentives can improve attendance and reduce persistent absence.	6
Provide parent workshops on supporting learning at home (phonics, reading, maths)	Parental engagement is consistently associated with improved academic outcomes, especially in early years and KS1.	1, 2, 4

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

Budgeted cost: £ 20,073.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a targeted attendance support program including mentoring and family liaison.	DfE guidance on improving school attendance; EEF evidence on parental engagement strategies. https://www.gov.uk/government/publications/school-attendance-framework	5
Provide access to school-based counselling and mental health support services.	EEF evidence on social and emotional learning interventions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
Develop a whole-school behaviour policy with restorative practices and staff training.	EEF evidence on behaviour interventions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	5
Create a wellbeing curriculum and embed mindfulness and resilience-building activities.	Public Health England guidance on promoting children and young people's emotional health and wellbeing. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWB_draft_20_03_15.pdf	5
Establish a rewards and recognition system to promote attendance and positive behaviour.	DfE attendance incentives and behaviour management strategies. https://www.gov.uk/government/publications/behaviour-in-schools-advice-for-headteachers-and-school-staff	5

Total budgeted cost: £ 80,295.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS

EYFS GLD for PP pupils is 25%, significantly below Gedling (48%) and national FSM6 (51.5%). This gap suggests early language and literacy development remains a critical barrier. Limited vocabulary and home reading exposure are key factors. Implication: targeted speech and language interventions and parental engagement are essential.

Phonics

Year 1 phonics for PP pupils is 33%, far below national FSM6 (66.8%). This indicates decoding skills are not secure. Year 2 retakes at 100% show interventions work when applied consistently. Implication: strengthen early phonics teaching and ensure fidelity to RWI programme.

KS1

KS1 outcomes for PP pupils: Reading 43%, Writing 28%, Maths 57%. All below local and national averages. Writing is weakest, linked to poor oracy and limited vocabulary. Implication: embed writing cycles and increase opportunities for oral rehearsal.

KS2

KS2 outcomes are a strength: Reading 73%, Writing 72%, Maths 73%, Combined 64%. These exceed Gedling and national FSM6 averages. Implication: maintain current KS2 strategies, including mastery maths and guided reading approaches.

Attendance

PP attendance is 91.99%, below national expectation (95%). Persistent absence is 30%, compared to Nottinghamshire FSM6 (24.1%) and national (13.3%). Implication: attendance remains a critical barrier; parental engagement and EWO involvement must intensify.

Wellbeing

SEMH interventions (ELSA, Lego Therapy, Drawing and Talking, Buttons Therapy dog, MHST) show positive Boxall improvements. However, 21% of PP pupils also have SEND, compounding challenges. Implication: continue SEMH support and expand enrichment opportunities to build resilience and engagement.

EYFS and Phonics Comparison

Measure	School	Gedling	Notts	National
EYFS GLD	25%	48%	47%	51.5%
Y1 Phonics	33%	64%	64.4%	66.8%
Y2 Phonics	100%	84.5%	80.3%	90%

KS1 Outcomes Comparison

Measure	School PP	Gedling FSM6	National FSM6
Reading	43%	65%	63.3%
Writing	28%	61.5%	59.6%
Maths	57%	62%	60.7%

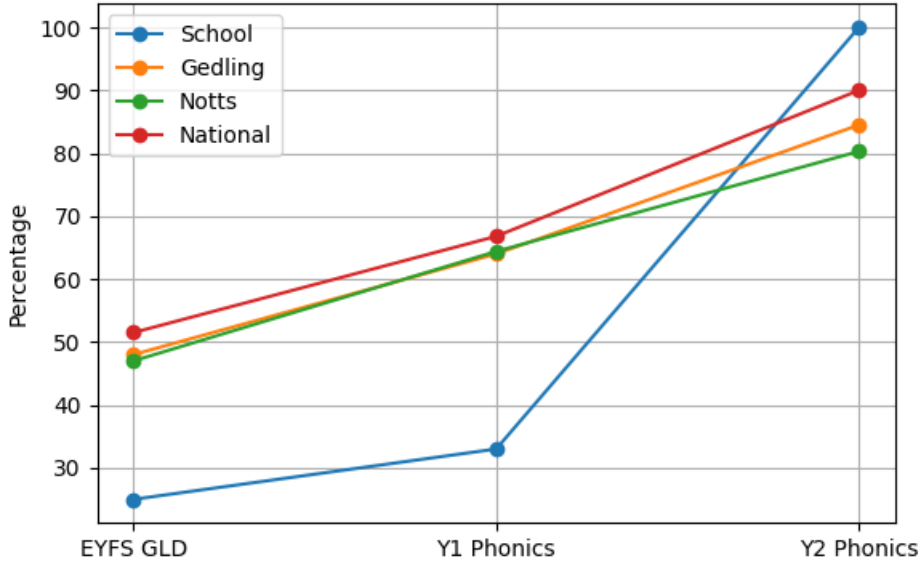
KS2 Outcomes Comparison

Measure	School	Gedling	Notts	National
KS2 Reading	73%	65%	61.2%	63.3%
KS2 Writing	72%	61.5%	57.5%	59.6%
KS2 Maths	73%	62%	60.2%	60.7%
KS2 Combined	64%	48%	45.8%	47.6%

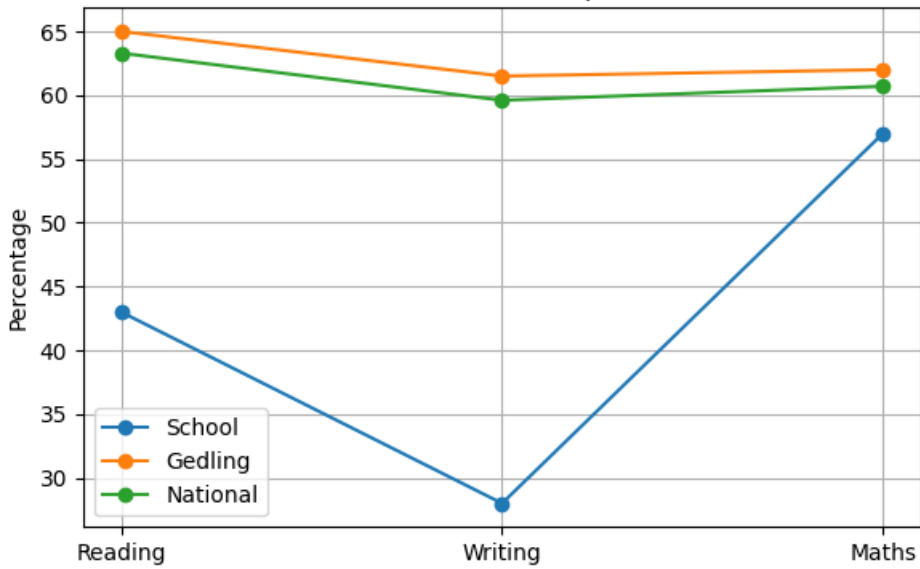
Attendance Comparison

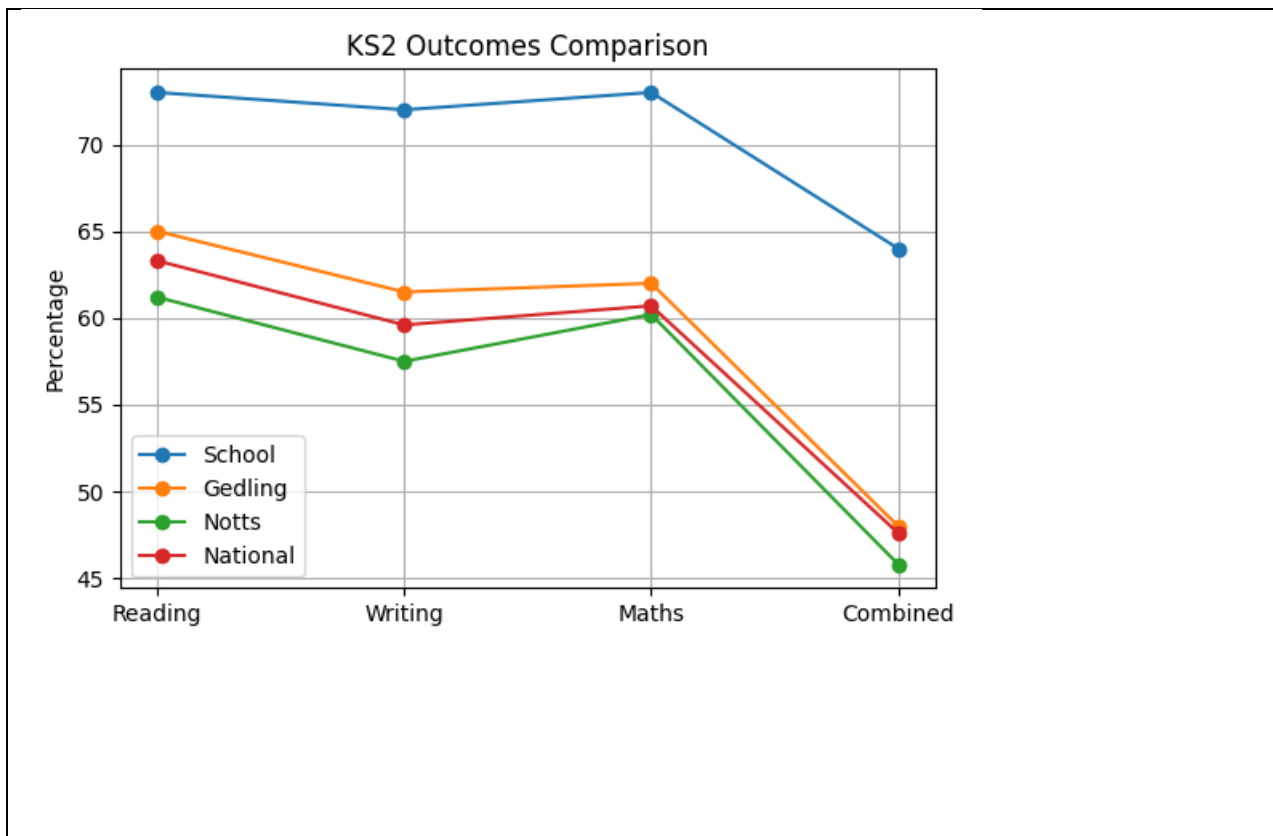
Measure	School PP	Notts FSM	National
Absence	8%	7.5%	5.1%
Persistent Absence	30%	24.1%	13.3%

EYFS & Phonics Comparison



KS1 Outcomes Comparison





Externally provided programmes

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

Programme	Provider
Drawing and talking therapy	GAP Counsellor
OPAL	OPAL
MHST	CAMSH
ELSA	Led by school staff
Attendance improvement	TVB
Buttons the Therapy Dog	National Therapy Dog Association
Lego Therapy	Led by school staff
Times Table Rockstars	Maths Circle
Purple Mash	Purple Mash
Rocksteady	Rocksteady

Service pupil premium funding (optional)

*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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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