



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Arnold View Primary
Number of pupils in school	314
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Caroline Otterburn Headteacher
Pupil premium lead	Emma Bowler Deputy Headteacher
Governor lead	David Ellis Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,747
Recovery premium funding allocation this academic year	£4,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£93,437

Part A: Pupil premium strategy plan

Statement of intent

At Arnold View Primary and Nursery school we strive to provide the best education for all of our children regardless of their background. We want them to build the aspiration and belief that they can achieve whatever they want to. Our Pupil Premium Strategy has been written to identify the challenges that our disadvantaged pupils face and ways in which we can use the allocated funding to support us to overcome these challenges and maximise potential.

Research tells us that, following the COVID 19 pandemic, our disadvantaged pupils have been widely impacted. The DfE findings from the Autumn term document states “Pupils from disadvantaged backgrounds experienced higher levels of loss than their non-disadvantaged peers”. We are also aware our families in the community may now access Pupil Premium where they didn’t before due to the impact of the pandemic. As a school, in the last eighteen months we have seen an increase in the number of families accessing Pupil Premium funding. The challenges faced by our Pupil Premium pupils include gaps in their academic learning, attendance, mental health and wellbeing and the expectations of standards within the school setting, including the presentation of work. These challenges have been identified by using a range of information including research information from the DfE and Education Endowment Fund, in school data, professional conversations with teachers/SENCO and liaising with children and families.

We aim to ensure that disadvantaged children have access to a wide and full curriculum and are given the opportunity to succeed in line with their peers. This is not only in the core subjects but throughout the whole curriculum. We want to give them life experiences, skills and knowledge that will benefit them as they move through their education and further on into their adult lives. We want them to develop as life-long learners so that they can succeed.

We are passionate in our determination to ensure that the provision in our school enables our Pupil Premium pupils to overcome any barriers and maximise their potential. As a school, we strive to support and work with our families to increase engagement so that we can be the champion our Pupil Premium pupils and their families deserve. We will always go above and beyond to ensure we increase attainment, provide strategies to support pupils socially and emotionally, achieve high levels of attendance, provide cultural capital and prepare our pupils for life in modern day Britain.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have a greater difficulty with phonics than peers. This negatively impacts their development as readers.
2	<p>Assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Some of our children have not had the level of exposure to reading as a result of partial school closure due to COVID 19. As a result, fluency and comprehension with a particular focus on inference need to be targeted in school.</p>
3	<p>Assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Some of our children have not had the opportunity for extended writing and the presentation of handwriting has been limited as a result of partial school closure due to COVID 19. As a result, handwriting, composition and the application of punctuation in their writing need to be targeted in school.</p>
4	<p>Assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Some of our children have not had the level of exposure to reading as a result of partial school closure due to COVID 19. As a result, fluency and arithmetic skills, which are having an impact on the children's mathematical reasoning need to be targeted in school.</p>
5	Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, including a lack of enrichment opportunities during school closure, due to COVID 19. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our attendance data for our disadvantaged pupils is below that of non-disadvantaged.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve phonics attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Attainment in children passing the phonics screener for PP pupils is in line with National.
To improve reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Attainment in reading for PP pupils is in line with National. • PP pupils are reading a book at least 5x a week.
To improve writing attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Attainment in writing for PP pupils is in line with National.
To improve maths attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Attainment in maths for PP pupils is in line with National.
To achieve and sustain improved wellbeing for all our pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> ○ Qualitative data from pupil voice, parent surveys and teacher observations. ○ Boxall data, for those pupils who have participated in interventions e.g. Funky Fun, Lego Therapy and ELSA shows a positive impact. ○ A significant increase in participation in enrichment activities, particularly among PP pupils.
To achieve and sustain improved attendance for all our pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Attendance for PP pupils improves to be in line with National expectations and there is no gap between PP and non-PP 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: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2, 4
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Training for staff to ensure a consistent approach to the teaching of phonics (RWI).</p> <p>We will fund release time for the phonics lead to provide ongoing support for staff.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	4

<p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
<p>Enhancement of our teaching of reading and curriculum planning.</p> <p>We will purchase reading training for staff to ensure a consistent approach to the teaching of reading (FFT).</p> <p>We will fund release time for the English lead to provide ongoing support for staff.</p>	<p>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</p>	1, 2
<p>Times Table Rock Stars to support pupils with multiplication fluency.</p>	<p>The most recent speed data on more than 327,000 children shows that on average, students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it.</p>	4
<p>Training for staff to ensure a consistent approach to</p>	<p>Use Rosenshine's Principles of Instruction to develop a consistent approach to the model of teaching and learning.</p>	1, 2, 3, 4

teaching and learning.		
Accessing professional learning – CPD and Networks are enabling staff to stay up to date with the latest research allowing the school to remain outward facing.	DFE 2016 - Effective professional development for teachers is a core part of securing effective teaching. It cannot exist in isolation, rather it requires a pervasive culture of scholarship with a shared commitment for teachers to support one another to develop so that pupils benefit from the highest quality teaching. The thousands of professional decisions that must be made every day need to be informed by the best evidence, knowledge and professional wisdom.	1, 2, 3, 4

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

Budgeted cost: £23,219

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4

Small group reading, writing, maths and SEMH interventions	EEF – Small group tuition - The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3, 4, 5
Responding to marking and pre and post teaching in place for identified groups and 1:1 with a view to children 'keeping up' rather than 'catching up'.	Providing feedback is well evidenced and has high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can be effective during, immediately after and sometime after learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3, 4
1:1 tuition for identified children to accelerate progress and address gaps in learning in reading, writing and maths	EEF – One to One Tuition - Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 3, 4, 5

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

Budgeted cost: £23,218

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Attendance officer to monitor	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

<p>absences followed up daily with first response provision</p> <p>Attendance rewards in place for all classes.</p> <p>Packs of work sent home for extended absences.</p>		
<p>Workshops for parents</p>	<p>Parental engagement has a positive impact on average 4months+ additional progress. It is crucial to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 2, 3, 4</p>
<p>Provide a range of before and after school clubs, trips and residential to enrich pupils' experiences</p>	<p>Improve the range of activities and experiences for PP children (subsidised)</p> <p>https://onlinelibrary.wiley.com/doi/abs/10.1111/1468-4446.12711</p> <p>https://culturallearningalliance.org.uk/what-is-cultural-capital/</p>	<p>5, 6</p>

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Attainment – at ARE+

The national data for PP pupils at ARE (ASP 2019): Reading: 78%, Writing: 83%, Maths: 84%

	Reading			Writing			Maths			EGPS		
	PP	NPP	Gap	PP	NPP	Gap	PP	NPP	Gap	PP	NPP	Gap
F2 (10) 31	40%	71%	-31	40%	71%	-31	50%	87%	-37			
Year 1 (10) 35	50%	72%	-22	50%	72%	-22	60%	75%	-15	50%	72%	-22
Year 2 (9) 35	56%	83%	-27	56%	83%	-27	78%	89%	-11	44%	37%	+7
Year 3 (9) 34	56%	68%	-12	44%	56%	-12	78%	68%	+10	56%	59%	-3
Year 4 (10) 35	60%	66%	-6	60%	71%	-11	70%	80%	-10	30%	57%	-27
Year 5 (11) 33	64%	73%	-9	64%	79%	-15	45%	67%	-22	55%	70%	-15
Year 6 (13) 32	85%	63%	+22	77%	69%	+8	77%	72%	+5	69%	56%	+14

Numbers - (PP) NPP

Attainment – at GD

The national data for PP pupils at GD (ASP 2019): Reading: 31%, Writing: 24%, Maths: 32%

	Reading			Writing			Maths			EGPS		
	PP	NPP	Gap	PP	NPP	Gap	PP	NPP	Gap	PP	NPP	Gap
F2 (10) 31	0%	19%	-19	0%	13%	-13	0%	16%	-16			
Year 1 (10) 35	20%	25%	-5	10%	19%	-9	10%	17%	-7	10%	17%	-7
Year 2 (9) 35	22%	26%	-4	0%	23%	-23	11%	23%	-12	0%	11%	-11
Year 3 (9) 34	44%	32%	+12	11%	18%	-7	11%	35%	-14	22%	15%	+7
Year 4 (10) 35	20%	26%	-6	10%	31%	-21	10%	29%	-19	10%	11%	-1
Year 5 (11) 33	18%	45%	-27	9%	18%	-9	9%	21%	-12	9%	6%	+3
Year 6 (13) 32	15%	31%	-16	8%	25%	-17	15%	25%	-10	0%	25%	-25

Numbers - (PP) NPP

Expected+ progress (from previous key assessment point – F2 or Y2)

	Reading			Writing			Maths		
	PP	NPP	Gap	PP	NPP	Gap	PP	NPP	Gap
Year 1 (10) 34	100%	91%	+9	90%	94%	-4	90%	94%	-4
Year 2 (9) 35	89%	94%	-5	89%	94%	-5	100%	94%	+6
Year 3 (8) 34	88%	85%	+3	75%	71%	+4	88%	82%	+6
Year 4 (7) 35	86%	91%	-5	100%	86%	+14	86%	89%	-3
Year 5 (11) 32	91%	88%	+3	91%	97%	-6	64%	78%	-14
Year 6 (13) 31	92%	94%	-2	92%	100%	-8	100%	97%	+3

Numbers - (PP) NPP

Better than expected progress (from previous key assessment point – F2 or Y2)

	Reading			Writing			Maths		
	PP	NPP	Gap	PP	NPP	Gap	PP	NPP	Gap
Year 1 (10) 34	10%	21%	-11	0%	21%	-21	20%	24%	-4
Year 2 (9) 35	11%	20%	-9	0%	20%	-20	22%	14%	+6
Year 3 (8) 34	25%	3%	+22	0%	9%	-9	0%	9%	-9
Year 4 (7) 35	29%	14%	+15	29%	29%	0	29%	23%	+6
Year 5 (11) 32	18%	34%	-16	9%	19%	-10	0%	9%	-9
Year 6 (13) 31	0%	16%	-16	15%	10%	+5	0%	10%	-10

Numbers - (PP) NPP

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NELI	Nuffield Foundation

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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