# Arley Primary School

**Pupil Premium Strategy Statement 2022-23**

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  | 187 |
| Proportion (%) of pupil premium eligible pupils | 39% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-23 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| Pupil premium lead | Nicola Finch-Turner |
| Governor lead | Jody Gosling |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £93, 820 |
| Recovery premium funding allocation this academic year | £9 518 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years | £0 |
| **Total budget for this academic year** | £103, 338 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *As each new day begins - endless possibilities lie before us – to be the very best that we can be through hard work, commitment, dedication and aspiration. This is the vision for Arley Primary School. Our Curriculum is based on our vision ‘new beginnings, endless possibilities’ and has a strong emphasis on the development of the Arley 8 attributes.**The focus of the pupil premium strategy is to support disadvantaged pupils in achieving**their potential, both academically and socially. Our intention is that all pupils, irrespective of their background or the challenges they face, are able to achieve and make good progress. Through this strategy we will identify the barriers that vulnerable pupils face, including those with a social worker and young carers, and we will outline the provision and support in place to meet their needs.**This strategy adopts a tiered approach with quality first teaching at its heart. Evidence**shows that ensuring every teacher is supported in delivering high-quality teaching is**proven to have the biggest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils too. Our strategy also outlines specific intervention which will**be used in a targeted and timely manner, including plans for education recovery. Finally, the strategy will summarise our wider opportunity approaches. It is proven that**academic and pastoral strategies work in an inter-related way and that understanding**pupils social, emotional and wellbeing needs will lead to better educational outcomes.**The key principles of this strategy are to;**-Ensure that all adults within school have the highest expectations of all pupils,**regardless of their background.**-Ensure that pupils are supported to achieve their best and that we act early to**intervene at the point that need is identified.**-Support all pupils to interact positively with others and promote their self-belief and**confidence.* |

## 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 | Underdeveloped oral language skills and vocabulary gaps. |
| 2 | Difficulties acquiring phonic skills which then negatively impacts their development as readers.  |
| 3 | Attainment is below national average |
| 4 | Attendance |
| 5 | Social and emotional issues for many pupils  |
| 6 | Low aspirations and expectations |
| 7 | Narrow life experiences |
| 8 | Special Educational Needs and Disabilities. |

## 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 oral language skills and vocabulary among disadvantaged pupils.  | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved attainment among disadvantaged pupils.  | Daily/regular targeted intervention sessions for individuals and groups effectively support pupil’s achievement Pupil’s needs identified at the early stages of development and able to access internal and external supportIncreased percentage of pupils working at or above age related expectations |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Consistently good attendance (school target 96%)Gap for PP attendance to have closed.  |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Pupils are supported through whole class, group and 1:1 sessions. Pupils know strategies to help them manage their feelings and are able to self-regulate their emotions.Where appropriate, intervention is offered to ensure that families are supported.Thrive approach activities are used in each class and the Thrive practitioner is supporting needs across the school.Extra-curricular activities provide more experiences for our pupils and help to support pupil confidence and well-being. |
| Rigorous tracking and monitoring to ensure children who are not reaching their potential have been identified  | Robust tracking and monitoringAppropriate intervention and support in place. The impact of these are regularly reviewed. Pupil Progress meetings hold staff to account. |

## 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

Budgeted cost: £ *89, 402*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Subsidising cost of Learning Mentor/Thrive Practitioner. | Evidence from EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents>Effective social and emotional learning can also support children to self-regulate and can lead to improved outcomes. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel> | 4 & 5 |
| Subsidising cost of SENDCO/Mental Health Lead | Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send> | 1, 2, 3, 5 & 8 |
| Subsidising cost of Teaching Assistants to deliver interventions. | Research shows that effective deployment of Teaching Assistants can have a positive impact on pupil progress. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 1, 2 & 3 |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time particularly in the EYFS. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:[Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1, 2 & 3 |
| *To use Read, Write Inc as a whole school strategy to accelerate progress in phonics and Reading.* Review the Reading Spine and purchase equality texts to implement to ensure exposure to high-quality texts. | *Systematic synthetic phonic approaches have a strong evidence base that indicate a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:* [*Phonics | Toolkit Strand | Education Endowment Foundation | EEF*](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 & 3 |
| *Implement CPD to support staff in developing the use of metacognitive skills.* | There is extensive evidence that shows that metacognitive strategies can improve outcomes for all pupils particularly disadvantaged. Metacognition and Self-regulated Learning | EEF) | 1 & 3 |
| Improve quality of teaching. We will fund CPD opportunities through the Gateway Alliance and other deliverers.We will also fund teacher release time to access Maths Hub resources and CPD and to allow for subject leader release time so that they can lead on the development of initiatives. | Evidence shows that high-quality teaching is the most important lever schools have to improve outcomes. <https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching> | 3 |
| Training for staff to ensure assessments are interpreted and administered correctly. | Accurate assessments 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](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 2 & 3 |

### Targeted academic support

Budgeted cost: £ *1600*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| The most successful interventions are used to address gaps in learning – over-learning, familiar reads, fast learning. Staff receive CPD to support the delivery of these interventions. | Research shows that over-learning of keys skills improves children’s ability to retain knowledge. <https://www.sec-ed.co.uk/best-practice/teaching-interventions-pre-and-over-learning/> | 1, 2, 3 & 8 |

### Wider strategies

Budgeted cost: £ *12,336*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Develop the wider opportunities offered to children:-After-school clubs-Trips etcDevelop the grounds of the school to enable outdoor provision to enhance learning and further promote the teaching of the Arley 8 values.-Len’s Learning Garden-Links with Warwickshire Wildlife Trust | Arts participation and involvement in extracurricular activities has led to improved outcomes. Wider benefits such as more positive attitudes to learning, health benefits and increased well-being have also consistently been reported. Physical activity | EEF (educationendowmentfoundation.org.uk)  | 5, 6 & 7 |
| Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school.Involvement in the Trauma-informed project to support and develop staff CPD and the implementation of relevant strategies. | Both targeted interventions and universal approaches can have positive overall effects:[Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 5, 8 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.Improve tracking and monitoring of attendance | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  | 4 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

**Total budgeted cost: £103,338**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| Intended outcome | Success criteria | Impact |
| To increase the number of PP pupils achieving ARE by the end of KS2 in reading to narrow the gap compared to non-PP nationally. | For the average whole school progress for PP in Reading to be in line with National non-PP. | At the end of Key stage 2, disadvantaged pupils did outperform all pupils (55% and 48%) but this percentage was well below national average and the progress within Reading was -2.6.The impact of RWI however did show impact with 70% achieving the phonics standards in Year 1 (national 76%) and 88% achieving the Word Reading goal in Reception (national 75%). It is expected that these skills will support Reading and this pattern will continue through the school.  |
| To ensure that PP pupils have stamina for writing using a wide range of vocabulary in context. To increase the number of PP pupils achieving ARE by the end of KS2 to narrow the gap to National non-PP. | For the average whole school progress for PP in Writing to be in line with National non-PP. | 21% achieved the expected standard in Writing at the end of Key Stage 2 (national 69%). The quality of teaching is a focus for the revised strategy. This is found to have the biggest impact on pupil outcomes.  |
| To ensure all PP pupils catch-up on key English and Maths skills from the Summer 2020 curriculum For PP pupils to make accelerated progress in order to catch-up on key skills missed during the January 2021 Lockdown period of time. | For the average whole school progress for PP in Maths to be in line with National non-PP. | Outcomes for Key Stage 2 were below national average in all areas. The focus on professional development and research informed practice within the new strategy will help to raise standards. |
| Good attendance rates for pupils eligible for PP in line with non-PP national. | PP pupils to achieve at least 97% attendance by the end of the year. Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. | Attendance was 89% for all pupils and persistent absence was 40%. This was heavily impacted by covid. This remains a focus in the new strategy. |

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## 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 |
| The Thrive Approach | Thrive |
| Read Write Inc. | RWI |