

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Arrow Valley First School
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Sarah Allen (Principle)
Pupil premium lead	Louise Newman (Vice Principle)
Governor / Trustee lead	Kayleigh Mapstone

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,595
Recovery premium funding allocation this academic year	£7,685
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£76,280

# Part A: Pupil premium strategy plan

## Statement of intent

At Arrow Valley First School our vision is to develop confident and creative young people, irrespective of their background or the challenges they face, make good progress, and who thrive in a changing world. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High effective classroom teaching supplemented by interventions to support vulnerable learners is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

In planning our Pupil Premium Strategy, we have drawn on a range of experience, evidence-based research and best practice from across the Trust and the Education Endowment Foundation's Teaching and Learning Toolkit.

Our strategy puts reading at the heart of learning. Oracy is also an integral part of literacy, empowering pupils to articulate their knowledge, understanding and thinking. Our aim is that non-disadvantaged pupils' oral language skills and vocabulary gaps will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## 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 indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to Year 4 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our observations have concluded that children have been locked away for too long. Therefore, we now want our curriculum to be well rounded, culturally rich with giving children the opportunities to experience extracurricular activities that develop children's motivation and resilience and pursue wider goals.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in pupils lacking self-motivation and resilience, aspiration and other personal qualities that promote a positive attitude towards, and engagement with, education. When faced with tasks many pupils do not exhibit the resilience needed for extended independent practise
5	Our assessments (including thrive assessment), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to cultural capital, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.  Teacher referrals for support have markedly increased during the pandemic. 14 pupils (10 of whom are disadvantaged) currently require additional support with social and emotional needs.
6	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 93.37% lower than for non-disadvantaged pupils which is 96.69%.  74.85% of disadvantaged pupils have been 'persistently absent' compared to 81.88% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils Pupils' oracy skills to be further enhanced through the introduction and use of CUSP vocabulary to ensure rapid progression in language acquisition.	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.

<p>Improved reading attainment among disadvantaged pupils RWI to be further embedded across school. RWI fast track tutoring used to support disadvantaged learners and improve outcomes.</p> <p>Further embed the Trust reading Strategy. A strong reading ethos to be continued across school.</p>	<p>KS2 reading outcomes in 2024/25 show that the overall percentage is above national of disadvantaged pupils meeting the expected standard.</p> <p>EYFS Phonics and Year 1 outcome to show repeated success from 2022/23/24/</p>
<p>Improve enrichment of the curriculum to enable particularly our disadvantage pupil's motivation and resilience to pursue wider goals.</p> <p>Further embedding the use of CUSP in most curriculum areas that has an emphasis on oracy and vocabulary acquisition, retention and use to break down barriers and accelerate progress.</p>	<p>The development of the designing the curriculum will ensure there are strong outcomes for all pupils. Particularly our disadvantaged pupils ensuring that it lends itself to pupils knowing more, doing more and remembering more that will build their motivation and resilience.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in self-motivation</li> </ul> <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p> <p>Reduced number of pupil premium pupils receiving negative logs. Increased number of merits issued for all pupils and especially those entitled to pupil premium.</p> <p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%.</li> <li>• the percentage of all pupils who are persistently absent being below 85% and the figure among disadvantaged pupils being no more than 10% lower than their peers.</li> </ul>

## 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: £ 23,842

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pixl, NGRT and Wellcomm diagnostic assessment tools.</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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 4, 5</p>
<p>Embedding oracy, word aware activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Using the materials from CUSP will enrich all subjects across the curriculum.</p>	<p>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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://www.unity-curriculum.co.uk/">https://www.unity-curriculum.co.uk/</a></p>	<p>1, 2, 3</p>
<p>Provide a curriculum that is planned and sequenced so that new knowledge and skills build on what has been taught before and towards clearly defined end points.</p> <p>Introduce an extracurricular enrichment programme including arts, sports and OA.</p> <p>Ensure all disadvantaged pupils are support to</p>	<p>Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). Analyses of quantitative data from the Understanding Society survey is also suggestive of a link between participation in extra-curricular activities and educational aspirations.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</a></p>	<p>3</p>

participate in a range of extra- curricular activities across a year.		
Sustained CPD on developing learning behaviours in school to manage and improve children 's attitudes to learning	Research suggest the developing good learning behaviours and developing a strong class culture can have beneficial effects on children's learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	4
Implement the trust reading strategy supported by sustained CPD on Reading Comprehension Strategies and targeted vocabulary instruction	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1, 2
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2

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

Budgeted cost: £ 33,842

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention programmes informed by effective diagnostic assessment tools including NGRT, PIXL and Wellcomm	Diagnostic tools being used from these assessment tools will inform of targeted interventions both class and groups that will fill gaps of knowledge especially for our disadvantaged pupils. These will have a positive impact on pupils remembering more.	1, 2, 4, 5
Intervention programme on Phonics	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:	1, 2

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	
Targeted Tutor programme for children low attainers and vulnerable learners.	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>And in small groups</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2, 5
To improve standards in writing from EYFS to KS2 by implementing new handwriting programme Kinetic Letters making writing automatic	A systematic and energising whole-school approach with a shared vision for pupils and teacher and rapidly progresses motivation across all of our pupils but especially our disadvantaged.	2, 3,

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

Budgeted cost: £ 18,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning through 'Thrive'</p> <p>Pastoral support packages including school councillor.</p> <p>Working with families to improve Attendance and reduce PA</p> <p>Embed the PSHE programme to define</p>	<p>The impact the thrive approach has on children has been evidenced in a number of studies: Thrive helps develop resilience in young people (Hart and Heaver 2015); Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self confidence and attendance (McGuire-Snieckus et al 2015)</p> <p>Evidence shows that for child to have high levels of success in school. School should have access to a SEL tool that will help to meet the needs of all</p>	5

<p>and target specific skills such as resilience and empathy.</p> <p>Support specific groups of parents to support learning.</p>	<p>learners especially the disadvantaged and vulnerable.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf</a></p>	
<p>Whole staff training on behavior management and approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning</p> <p><a href="http://behaviourinterventions.eef.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4, 5
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Raise standards children should be in school everyday. Target specific families with bespoke work to improve attendance and punctuality. Continue develop the role of the EWO to support target families.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Clubs within school will target the vulnerable.</p> <p>Investment into skilling up midday supervisors and year 4 playleaders to increase knowledge, understanding and skills and behaviour.</p>	<p>Promoting positive behaviours not only within the classroom but also outside at break and lunch times will aim to support a positive school ethos.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	3

**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 2021 to 2022 academic year.

Aim	Outcome
Prompt gap closing in reading, writing and maths.	School outcome data is in line with or better than National averages.  - PP out performed non PP in KS1 data
Training and introduction of Synthetic Systematic Phonics programme.	In the summer term all KS1 teachers and teaching assistants were trained to deliver Read Write Inc phonics programme. The result of this was Year 1 phonics pass rate of 79%.
	The end of Key Stage 1 results in Summer 2022 showed a reduced gap between PP and non-PP pupils..
Embedding the use of CUSP in most curriculum areas has an emphasis on oracy and vocabulary acquisition, retention and accelerate progress.	Children have been able to articulate their learning though pupil voice exercises and show that they have remembered more and were able to use vocabulary precisely through the delivery of the CUSP curriculum.

### 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

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*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.*