

## 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	Arnesby CE Primary
Number of pupils in school	54
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023
Date this statement was published	February 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Jacky Avery
Pupil premium lead	Jacky Avery
Governor / Trustee lead	Cerys Gordon

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11280
Recovery premium funding allocation this academic year	£1134
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	£12414

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that children, regardless of background, will meet their full potential. Our ultimate objectives are:

- To narrow the attainment gaps between the disadvantaged and non-disadvantaged pupils.
- *For all disadvantaged pupils in school to make or exceed national expected progress rates*
- *To support children's health and wellbeing to enable them to access learning at an appropriate level.*

We aim to do this by using our pupil premium to support pupils through quality first teaching and through providing a rich and stimulating curriculum. This will be complemented by access to enrichment activities and trips.

## Challenges

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

Challenge number	Detail of challenge
1	Several children have high anxiety about attending school, with resulting low attendance levels
2	Less than expected progress due to impact of Covid 19
3	Staff need to be supported with their professional development in the use of evidence based interventions so that they know how to best support pupils.
4	Low self -confidence and poor learning behaviours are leading to less than expected progress
5	Social and emotional difficulties have resulted from previous traumatic incidents in some children

## 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
Progress in phonics and early reading	Outcomes above national in Phonics screening and KS1 reading
Progress in reading	Outcomes at KS2 are inline or above national.

Progress in maths	Outcomes at KS1 and KS2 are in line or above national levels.
Improved attitudes to learning	Children are engaged and can articulate positive feelings about learning experiences
Attendance for those with school anxiety improves	Children are less anxious and attending school regularly leading to improved press and more secure relationships
Children will feel happy and safe at school and develop positive learning behaviours	Children can articulate their learning and demonstrate positive learning behaviours in class Children are developing friendships and feel safe in school

## Activity in this academic year

### Teaching (e.g CPD, recruitment and retention)

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: £ 2250**

Activity	Evidence that supports this approach	Challenge no(s) addressed
Release teachers to visit schools within the Trust – phonics, early reading, Power Maths focus, SEND support 15 days @£150 per day	Staff see good practice in other schools and identify strategies which can be implemented in their own practice.	3 Visits that have taken place: NMH LD a morning at Hope Hamilton

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

**Budgeted cost: £ 2490**

Activity	Evidence that supports this approach	Challenge no(s) addressed
Pupil progress meetings to identify attainment, progress and barriers to learning for PPG pupils. Supply cover for one day <b>£240</b>	When staff identify barriers to learning, they can put in place action plans to address these and support PP children in the most appropriate way, referring to EEF guidance to support this process.	2, 3, 4, 5
Small group after school tutoring	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.	2,4

<p>£324 + £100 resources</p> <p>Year 6 children 12 X 1hr sessions £60 per session £13.50 per child per session</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	
<p>Individual and small group interventions as needed to challenge more able in maths and support in reading Y1 -4 <b>£426</b></p>	<p>Teaching assistant to take a group in y3/4 for maths (GD) and in y1/2 for maths to release teachers to work with those who are struggling. Evidence shows this is more effective than TA support for those who need interventions.</p>	
<p>Additional Maths resources to ensure support for those not making expected progress <b>£1000</b></p>	<p>Strong evidence to suggest that the Concrete, Pictorial, Abstract approach is an effective way to teach maths</p> <p>Four studies investigated the use of movement or gesture alongside manipulatives and representations, and all showed a positive effects. This finding, that children benefit from actually moving and interacting with manipulatives to understand mathematical ideas, is supported by Cross et al. (2009), who argued that, while pictures are a valuable tool for learning, manipulatives are more effective, because children can manipulate them in ways that physically represent or resemble mathematical concepts, processes and operations</p>	2
<p>Reading Comprehension resources <b>£400</b></p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	2

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

**Budgeted cost: £7675**

Activity	Evidence that supports this approach	Challenge no(s) addressed
<p>Provision of breakfast and after school clubs <b>£786</b></p>	<p>Children are given a calm start to the day so they go into class ready to learn. After school clubs provide an extended curriculum to increase confidence and independence as well as providing an opportunity to develop sporting and outdoor skills.</p>	4, 5
<p>Horses for Causes <b>£1809</b></p>	<p>The practice of therapeutic horsemanship uses the horse as a motivational tool to help people with special needs improve listening skills, focus, sequencing, and coordination, and develop greater self-confidence, patience, and control.</p>	
<p>Meet and greet for children needing extra support coming into school. Children are met by key adult and supported into class</p>	<p>Evidence reviews including over 700 studies show that on average SEL has a positive impact on academic attainment, equivalent to 4 additional months' progress. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school</p>	1, 4

following nurture activities. Staffing costs: <b>£2565</b>	and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. <sup>4</sup> For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health. <sup>5</sup> There is also evidence that children’s skills can be improved purposefully through school-based SEL programmes, and that these impacts can persist over time. <sup>6</sup> Numerous large evidence reviews <sup>7</sup> indicate that, when well implemented, SEL can have positive impacts on a range of outcomes.	
Nurture group for children requiring extra support. Staffing costs and resources (ELSA) : <b>£1215</b>		1, 4
Resources for the group and to set up the nurture room including soft furnishings and sensory lighting. <b>£800</b>		1, 4
Securing higher levels of attendance for some children Cost of rewards and SENDco time (10hrs) to address school anxiety: <b>£500</b>		1, 4

**Total budgeted cost: £ 12415**

## 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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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
Power Maths	Pearson
Times Tables Rockstars/Numberbots	Maths Circle

### 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?	Resources to support child whose father is absent for long periods – from ‘Little Trooper’ Nurture group support
What was the impact of that spending on service pupil premium eligible pupils?	It is hoped this will help him to understand his own feelings and cope with them as well as engendering a feeling of pride in his father’s role.