

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	39
Proportion (%) of pupil premium eligible pupils	13% (5 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 Year 3 of the 3 year plan
Date this statement was published	20 th December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Ruth James
Pupil premium lead	Ruth James
Governor / Trustee lead	Patrick Rendall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,750
Recovery premium funding allocation this academic year	£2000
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	£10,750

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	PPG pupils attend less well than non-PPG children
2	Attainment and progress is lower than expected, in reading, writing and maths
3	Low self-confidence and poor learning behaviours are leading to less than expected progress
4	A number of pupils experience SEMH difficulties

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 attainment in phonics and early reading	All disadvantaged children achieve the expected standard in Phonics screening and KS1 reading.
Improved attainment in reading and writing	All disadvantaged children achieve the expected standard in reading and writing KS2
Improved attainment in maths	All disadvantaged children achieve the expected standard in maths KS2
Improved attitudes to learning	Sustained high levels of behaviour and attitudes to learning by 23-24 demonstrated by <ul style="list-style-type: none">• Monitoring and Dojo points• Qualitative data
To achieve and sustain improved attendance for all pupils in our school particularly our disadvantaged	Sustained high levels of attendance by 23-24 demonstrated by <ul style="list-style-type: none">• No pupils who are persistently absent• Overall unauthorised absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 6%

To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged	Sustained high levels of wellbeing by 23-24 demonstrated by <ul style="list-style-type: none"> • Qualitative data from student voice , student and parent surveys and teacher observations • All pupils fully engaged in learning
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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.

Budgeted Cost: £2,000

Activity	Evidence that supports this approach	Challenge no(s) addressed
Implementation of Steplab and GTT to support the development of high quality teaching.	Evidence based programmes for coaching and teacher learning	2
Collaborate with another Trust school to develop expertise in phonics, early reading, Power Maths focus, SEND support	Staff see good practice in other schools and identify strategies which can be implemented in their own practice.	2

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

Budgeted Cost: £4,750

Activity	Evidence that supports this approach	Challenge no(s) addressed
Termly pupil progress meetings to identify attainment, progress and barriers to learning for PPG pupils.	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,
Small group interventions (teacher)	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</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</p>	2

	teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.	
Individual and small group interventions as needed to challenge more able in maths and support in reading	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.	2

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

Budgeted Cost: £4,000

Activity	Evidence that supports this approach	Challenge no(s) addressed
Provision of breakfast and after school clubs	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.	1,3,4
Meet and greet for children needing extra support coming into school. Children are met by key adult and supported into class following nurture activities.	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 and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. ⁴ 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. ⁵ 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. ⁶	1,3, 4
Nurture group for children requiring extra support.	Numerous large evidence reviews ⁷ indicate that, when well implemented, SEL can have positive impacts on a range of outcomes.	1,3 4
Securing higher levels of attendance for some children		1

Total budgeted cost: £10,750

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 2022 to 2023 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?

OUTCOMES

2022-2023

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. PPG funding had an impact on reading where KS2 results show an above national result for the cohort. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. Our evaluation of the approaches delivered last academic year indicates that overall above 60% of PPG children are at or above expectations, with 70% making good progress and therefore the strategy is successful.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Attendance is still a challenge and there is further work to be done on the strategy.

Learning behaviours have improved and are on course to achieve the 3 year plan.

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.