

Pupil premium strategy statement



This statement details our school's use of pupil funding for the 2025 to 2026 academic year 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	40
Proportion (%) of pupil premium eligible pupils	12.5% (5 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2026 Year 2 of the 3 year plan
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
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	£12990
Recovery premium funding allocation this academic year	£0
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	£12990

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.*
- *For all disadvantaged children to be prepared for their next stage of learning*

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. By giving children the tools they need for self-regulation and a positive outlook for the future. 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	Attainment is lower than expected, in reading, writing and maths
2	Low self-confidence and attachment issues need greater support than non-PPG children
3	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 (2024-2025 all pupils on track)
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 25-26 demonstrated by <ul style="list-style-type: none">• Monitoring house points and Dojo points• Qualitative data
To support children with attachment needs through Emotional Literacy sessions and nurture	Sustained attainment and participation demonstrated by <ul style="list-style-type: none">• Qualitative data that shows higher aspirations in outcomes• All pupils fully engaged in learning• Children are well prepared for the next transition in their education

To sustain high quality wellbeing opportunities for all pupils in our school particularly our disadvantaged	<p>Sustained high levels of wellbeing by 25-26 demonstrated by</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • Whole school enrichment activities especially for our disadvantaged children
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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 **this academic year** to address the challenges listed above.

Budgeted Cost: £1990

Activity	Evidence that supports this approach	Challenge no(s) addressed
Implementation and embedding of Steplab coaching CPD platform to support the development of high quality teaching.	<p>Evidence based programmes for coaching and teacher learning</p> <p>Effective Professional Development EEF</p> <p>The importance of reading in early years education EEF</p> <p>Improving Literacy in Key Stage 1 EEF</p> <p>Improving Literacy in Key Stage 2 EEF</p> <p>Teaching and Learning Toolkit EEF</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p>	1
Collaborate with other Trust schools to develop expertise in phonics, early reading, Power Maths focus, humanities curriculum and SEND support	<p>Staff identify strategies which can be implemented in their own practice through professional dialogue, EYFS network and visiting other schools.</p> <p>Early Years Toolkit EEF</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p> <p>Special Educational Needs in Mainstream Schools EEF</p> <p>Deployment of Teaching Assistants EEF</p>	1
ELSA, nurture wellbeing training and supervision	<p>Staff implement the learn strategies to help support children to ensure they are ready to learn.</p> <p>Emotional Literacy Support Assistant (ELSA) Support Services for Education</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>Deployment of Teaching Assistants EEF</p>	2

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

Budgeted Cost: £5,000

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. The EEF Guide to the Pupil Premium EEF Feedback EEF	1, 2, 3,
Small group interventions (teacher)	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Improving Social and Emotional Learning in Primary Schools EEF 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.	1
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 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. Deployment of Teaching Assistants EEF Metacognition and Self-Regulated Learning EEF	1

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

Budgeted Cost: £6,000

Activity	Evidence that supports this approach	Challenge no(s) addressed
Provision of nurture support and	Children are calm at the start to the day so that they go into class ready to learn.	2,3
Provision of breakfast and after school clubs	After school clubs provide an extended curriculum to increase confidence and independence as well as providing an opportunity to develop sporting/outdoor and art/design skills. Breakfast clubs work their magic in disadvantaged English schools Institute for Fiscal Studies	2,3
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. Improving Social and Emotional Learning in Primary Schools EEF A scoping review of the literature exploring and evaluating the emotional literacy support assistant (ELSA) intervention	2,3
Nurture group for children requiring extra support.	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. For example, longitudinal research in the UK has shown that	2,3

<p>Securing high levels of attendance for all children</p>	<p>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 Numerous large evidence reviews⁷ indicate that, when well implemented, SEL can have positive impacts on a range of outcomes.</p>	<p>2</p>
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Total budgeted cost: £12,990

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 2024 to 2025 academic year.

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

2024-2025

We have considered 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. The number of children is 18% percent of the school cohort but represents a small number of children in our small school.

Our attendance figures for Pupil Premium over the last 3 years have shown an increase in attendance:

2022-2023= 7 children **92.4%** (below national average for all children 94.1)

2023-2024 = 5 children **78.2%** (below national average for all children 94.5%)

2024-2025 = 7 children **97.6%** (above national average for all children 94.8%)

2025-2026 Autumn first half term = 5 children **97.9%**

The above data shows that we are maintaining an attendance figure for PPG children above the national average for all children.

PPG funding had a positive impact on wellbeing across the school with a reduction in behaviour incidents. We have also drawn on school data and disadvantaged children attendance increased to 97.6% which is above that of their non-PPG peers.

Our evaluation of the approaches delivered last academic year indicates that overall 71% of PPG children were at age related expectations in maths, 100% in writing, 71% in reading with 29% at greater depth, showing the continued impact on reading across the school for this group of children 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 as new children have joined the school reducing the percentage to 12.5% of the cohort. Learning behaviours are secured 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?	2024-2025 Resources to support children whose father is absent for long periods – from ‘Little Trooper’ Nurture group support and ELSA support.
What was the impact of that spending on service pupil premium eligible pupils?	This continued to help the children to understand their own feelings to be able to cope with the separation of parents for long term service duty and take pride in their father’s role.