

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	164
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Sarah Allen (Principal)
Pupil premium lead	Louise Newman (Vice Principal)
Governor / Trustee lead	Kayleigh Mapstone (Chair of Governors)

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
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	£76,280

Part A: Pupil premium strategy plan

Statement of intent

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.

Highly 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.

The Trust uses the EEF tiered approach:

1. High Quality Teaching
2. Targeted Academic Support
3. Wider Strategies relating to significant non-academic barriers including attendance, behaviour and Social and Emotional Learning/support.

All leaders at Arrow Valley, including the Governors, are committed to ensuring the Pupil Premium funding is targeted to provide the best possible outcomes to pupils that may be at a disadvantage.

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 KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Internal and external assessments, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers and ability to fully engage with the curriculum.
3	Our monitoring has shown that children have suffered a lack of cultural exposure during the pandemic. 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	<p>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.</p> <p>Our assessments (including Thrive assessments), observations and discussions with pupils and families have identified increased social and emotional issues for many pupils since the start of the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>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.</p>
5	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 93.37%, which is lower than for non-disadvantaged pupils (96.69%). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' achievement and attainment.

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	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. GLD to be line or above national.
Improved reading attainment among disadvantaged pupils	KS1 reading outcomes show that the overall percentage is above the national average of disadvantaged pupils meeting the expected standard (2021-22) Phonics Assessment outcomes show that more disadvantaged pupils passed the phonics screening than above the national average.
Improve enrichment of the curriculum to enable particularly our disadvantage pupils' motivation and resilience to pursue wider goals	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. 100% of disadvantaged pupils to have at least two enrichment experiences each year (2021-22).
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in self-motivation demonstrated through monitoring and pupil voice • With at least 75% of pupils working within Power and Identify (Thrive) by the time they are 7 (2021 61%) and almost all pupils working within Skills and structure but the time they complete year 4.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no less than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced from 3.5% to 2% • Below 10% of disadvantaged pupils designated as Persistent Absentees (16.95% 2020-21)

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: £ 33,842

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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 4, 5
<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>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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
<p>Using the materials from CUSP to enrich all subjects and 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>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 3, 5
<p>Introduce an extracurricular enrichment programme including arts, sports and OA. Ensure all disadvantaged pupils are supported to participate in a range of extracurricular activities across a year.</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</p>	3, 4, 5

	<p>extra-curricular activities and educational aspirations.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p>	
<p>Implement the reading strategy supported by sustained CPD on Reading Comprehension Strategies and targeted vocabulary instruction</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2

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

Budgeted cost: £ 23,842

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA-led intervention programmes informed by effective diagnostic assessment tools (PiXL, NGRT etc.)</p>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of three to four additional months' progress (effect size 0.2–0.3) - evidence base for delivered intervention is positive, supported by year-on-year exit data within school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1, 2, 4, 5
<p>Intervention programme for Phonics</p>	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/</p>	1, 2

	education-evidence/teaching-learning-toolkit/phonics	
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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 counsellor.</p> <p>Support specific groups of parents to support learning.</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>'counselling is an effective early intervention strategy for children and young people who have emotional, behavioural or social difficulties, with the aim of alleviating, lessening or preventing these problems from becoming more complex, costly and requiring referral to specialist services' (Research on counselling and psychotherapy with children and young people: a systematic scoping review of the evidence for its effectiveness from 2003-2011 Colleen McLaughlin, Carol Holliday, Barbie Clarke and Sonia Ilie)</p>	5
<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>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5
<p>Embedding principles of good practice set out in the DfE's advice.</p> <p>Working with families to improve Attendance and reduce PA</p> <p>Target specific families with bespoke work to improve attendance and punctuality. Continue</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p> <p>Previous research (Macleod et al. 2015), as well as EEF research suggests that targeted and personalised attendance intervention, in addition to a clear and consistent attendance policy, are</p>	6

<p>develop the role of the EWO to support target families.</p>	<p>likely to be the most effective ways to improve attendance. This is in order to address the specific barriers pupils face, as well as to engage and work alongside parents to build positive associations with school for families rather than individuals.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</p>	
<p>Develop role of midday supervisors to provide more targeted support for disadvantaged and vulnerable pupils at social times</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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	<p>3</p>

Total budgeted cost: £76,279

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.

Though there was no nationally published data at the end of the 2020-21 academic year, internal assessments based upon previous phonics screening demonstrated positive progress made by our disadvantaged pupils by the end of year 1 with 90% of pupils meeting the expected standard (Y1 total 83%) and within Reception.

Early years internal assessments

School 2021 Early Years GLD	Pupils	%
Number of pupils	36	
% (no.) all GLD	19	53%
%(no.) Pupil Premium GLD	5/ 6	83%

Disruption to school during the Autumn term meant engagement with hard to reach families was done remotely or with socially distanced house visits.

KSI 1 and 2 implemented PIXL as an assessment tool generating accurate assessments enabling staff to support gap closure. This was disrupted throughout the year but PIXL data shows that pupils in Y3 and Y4 made better than average progress from October 2020- July 2021 (Y3 reading national 56% and Arrow Valley 68%, Maths national 41% Arrow Valley 45%).

The impact of implementing the thrive approach had a significant impact on the incidents of poor behaviour and thrive assessments demonstrate an increase in pupil's resilience by an average of 23%.

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

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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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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.