Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 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 overview

Detail	Data
School name	Arrow Valley First School.
Number of pupils in school	133 (est.)
Proportion (%) of pupil premium eligible pupils	24% (est.)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2025 2025-2026 2026-2027
Date this statement was published	21/09/2026
Date on which it will be reviewed	10/07/2027
Statement authorised by	Sarah Callanan
Pupil premium lead	Holly Adams
Governor / Trustee lead	Nicola Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60119.58
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.	£60119.58

Part A: Pupil premium strategy plan

Trust–wide intent- *we are ambitious for all our pupils, with a commitment to look under the surface at how disadvantage and low income affects learning, to use data to ensure targeted academic support is in place and ensure wider social PD support is in place and that everything is tracked rigorously. We aren't label led but know our pp pupils and cross over with SEND needs. We are focused on high-quality teaching and consistency for pupils*

Statement of intent Arrow Valley First School

At Arrow Valley First School, our vision is to develop confident, creative young people who are equipped to thrive in a changing world. We provide every pupil with a broad and ambitious curriculum, alongside targeted support where needed, so that individual circumstances do not limit academic progress or future opportunities.

Our priority is to provide consistently high-quality classroom teaching, supplemented by targeted interventions for vulnerable learners. Our Pupil Premium Strategy is informed by evidence-based research and best practice from the Education Endowment Foundation's Teaching and Learning Toolkit, which identifies effective day-to-day teaching as the most important factor in closing the disadvantage gap. High-quality teaching and learning therefore sit at the heart of our strategy, supported by carefully selected interventions beyond the classroom.

We believe that excellent teaching, every day, makes the greatest difference to children's life chances. We have designed an ambitious, knowledge-rich and carefully sequenced curriculum that enables all pupils to succeed, regardless of their starting points. Reading is central to our curriculum, and through Read Write Inc. Phonics we are determined that every child will become a confident reader. Writing is developed through the CUSP Unity Writing Curriculum and our Strong Start approach, which establishes high expectations from the beginning of each academic year. We aim to develop fluent, confident writers and motivated mathematicians, while broadening pupils' knowledge and understanding of the world through the full range of foundation subjects.

We recognise that disadvantage affects each child differently, so support is carefully tailored to individual needs. Through responsive, adaptive teaching, high-quality formative assessment and a culture in which mistakes are valued as part of learning, we identify and address barriers promptly. We focus on the factors within our influence: high-quality teaching, excellent attendance, strong relationships and high aspirations for every pupil.

We build strong relationships among all stakeholders through clear, consistent expectations and routines. Because the causes and effects of disadvantage vary from pupil to pupil, our interventions are bespoke, targeted and responsive to the context of each year group.

All stakeholders at Arrow Valley First School, including governors, are committed to ensuring that Pupil Premium funding is used effectively to secure the best possible outcomes for pupils who may be disadvantaged.

Our approach

1. Know the pupils in front of you and understand their individual needs.
2. Use thoughtful seating plans to promote equity, purposeful talk and effective learning partnerships.
3. Direct resources towards pupils who are at greatest risk of underachievement.
4. Identify the background knowledge pupils need to access new learning and teach it in advance where necessary.
5. Deploy additional adults to support the pupils who need them most.
6. Provide pupils with clear, timely and actionable feedback.
7. Make every interaction purposeful and positive.

At Arrow Valley First School, we use Thrive profiling to identify and address emerging patterns of concern among disadvantaged and vulnerable pupils. Our Thrive practitioner works with all pupils receiving Thrive support.

Challenges

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

Challenge number	Detail of challenge
1. Reading fluency and oracy	There is a strong reading focus and excellent progress in phonics and in reading fluency in KS1/2. Latest research shows that strong oral language (oracy) is the foundational precursor to reading success. Children who are supported in their earliest years are more likely to succeed in school. This year in school we are going to continue to focus on fluency across the school.
2. Mathematics secure foundational knowledge	Data and monitoring reveal that our disadvantaged children do well in maths. We use White Rose Maths as the guide for our teaching of math. However, there is a gap in the knowledge of basic mathematical concepts and rapid recall of facts, such as number facts and times tables. We plan to address this gap this year through additional mental maths practice, times tables and mathematical

	strategies calculations during every maths session. It is hoped that this will have an impact on their overall mathematical understanding.
3. Writing across all subjects.	For our disadvantaged pupils to succeed in their futures, they must be able to write accurately in a range of styles and across a range of subjects. The use of CUSP Code ensures that Explicit Vocabulary Instruction is taught across all subjects to improve understanding and enhance writing in these areas. Introducing a greater focus on explanation and exposition, checking for understanding and quality modelling and scaffolding will continue to improve teaching and therefore outcomes in writing. Children will continue to receive daily writing lessons where they will be taught new aspects of English grammar, sentence structure and develop skills in planning writing. It is imperative that standards in writing are seen through the foundation subjects in the curriculum.
3. Inclusion	Assessments of children who are disadvantaged and vulnerable and have SEND show that for them to make progress there needs to be daily, effective, high-quality teaching. Pupils' needs must be individually met. This year we plan to achieve this through a focus on the CRST pre-requisites for adaptive teaching. The key areas of focus for us will be: - Using highly effective in the moment, formative assessment. - Establishing a culture of learning where pupils reveal errors and misunderstanding. - Ensuring that all teachers have a repertoire of responsive strategies that they can use on the classroom. - Behaviour strategies
4. Enrichment	Our children who come from disadvantaged backgrounds see very little of the world that is beyond their homes and their towns. We place high value on creating wider educational outcomes, often beyond the classroom walls. We endeavor this year to increase the options available for our pupils. Assessments, thrive data and discussions with pupils and families identifies that social and emotional issues for many pupils can be supported through a wide range of enrichment opportunities. These social and emotional needs and challenges can particularly affect disadvantaged pupils.
5. Attendance	Attendance 2025/2026 whole school was 94.6% with disadvantaged students at 93.3%. Persistent absence across school was 15%. There is a strong desire to reduce this percentage for all our pupils,

	including our most vulnerable, there will be a significant effort to reduce any persistently absent 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
• Improved reading attainment and reading fluency among disadvantaged pupils. • Support for disadvantaged pupils is appropriately matched to need so that it will have an impact on outcomes.	• KS1 and KS2 reading outcomes in 2026/2027 should show that more disadvantaged pupils met the expected standard.
• Teachers including teachers in the early years to receive on going CPD using CUSP Code. • There will be a focus on writing styles and writing functionality across all subjects not just English. • There will be a greater focus on handwriting • Writing lead to continue to monitor the teaching of writing as well as book looks to ensure progress.	• EYFS writing outcomes should show repeated success from 2026/2027 • Handwriting should improve for all pupils. • Writing in the foundation subjects will be of a higher quality.
• Consistency in practice across school to ensure that the essential pre-requisites of adaptive teaching are being rigorously delivered.	• Assessments and observations should indicate significantly improved attainment and progress among disadvantaged pupils. • This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing formative assessment.
• A high-quality enrichment curriculum is needed to achieve and sustain improved social and emotional needs for all pupils in our school but especially for our disadvantaged pupils. • Desire for all pupils to have memorable and enhancing educational experience.	• There need to be sustained high levels of emotional stability from demonstrated by: • Qualitative data from pupil voice, parent surveys and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • A significant increase in the use of the Thrive as a tool to support children's emotional needs.

• Attendance must rise in line with or as near to national expectations as possible for our disadvantaged learners. • For persistence absence to be in line or below National averages for our disadvantaged pupils. • Attendance to be continued to be monitored weekly by attendance lead.	• Aims to have high levels of attendance between 95% and above 2026-2027.

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: £20,000 (est)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD from writing lead for continued whole class and small group fluency sessions. To be further monitored and evaluated through the school year.	Every child regardless of their background should be empowered to find, develop and express their authentic voice. Oracy report: Creating confident communicators | National Literacy Trust Reading and language are deeply interconnected, and one cannot develop without the other. What is the Reading is Language Model? | OxEd & Assessment	1
CPD from maths lead for all teachers and TAs to support the teaching of mathematics. To be further monitored and evaluated through the school year.	Mastering rapid recall in maths relies on conceptual understanding rather than rote memorisation. Effective rapid re-call strategies. Improving learning in the primary classroom with retrieval practice 4 tips on how to teach primary multiplication facts recall	2

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

Budgeted cost: £20,000 (est)

Activity	Evidence that supports this approach	Challenge number(s) addressed

Ensure consistent adaptations are made across all year groups. SENDCO to embed the three key areas from the CRST Essential Pre-Requisites of Adaptive Teaching. Sustained CPD on developing learning behaviours in school to manage and improve children's attitudes to learning.	Research evidence suggests that high-quality inclusive learning environments have a positive effect on pupils achievements and behaviour. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send Evidence show that improving learning behaviours, building relationship with children as well as having consistent classroom routines; all go to create predictable classrooms that support belonging and learning. Running the Room: Tom Bennett SEND Huh Curriculum conversations with SEND Leaders. Mary Myatt and John Tomsett Research shows that carefully selected high-quality teaching with carefully selected small group and 1:1 intervention can have a positive impact on pupils' attainment. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Adaptive teaching is about uncovering learning, not just covering content. We don't know what we don't know, until pupils show us. Through checking for understanding and using feedback well, teachers can adapt in the moment to maximise learning. Adaptive teaching in practice: using feedback to check… | EEF	3

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

Budgeted cost: £20119.48 (est)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that the school continues to offer a rich and varied curriculum. This will include clubs, school trips and a residential. Classrooms can also	Enrichment opportunities can help expand horizons, raise aspirations and improve engagement, and we want to ensure that these opportunities are available for all, not just the privileged few. The development of essential skills, including teamwork, problem solving and communication, can increase	4 5

offer enrichment as well as offering a wider curriculum out of class. The Thrive practitioner will support the needs of our pupils especially those from disadvantaged backgrounds.	sense of belonging and contribute to greater wellbeing and improvements in attainment. Background supporting the enrichment framework for schools and colleges - GOV.UK Evidence shows that for child to have high levels of success in school. School should have access to a SEMH tool that will help to meet the needs of all learners especially the disadvantaged and vulnerable. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf Thrive offers a proven approach to behaviour and wellbeing, grounded in child development, neuroscience and attachment theory. About us | The Thrive Approach	
For all classroom to build an engaging learning environment, so that all children want to attend school every day. Attendance lead to track and close the gap between school and PP attendance and promote how essential attending school is especially for those children who are disadvantaged and vulnerable.	Missing school has a clear impact on attainment, affecting progress, confidence and readiness to learn. Children who miss 2 to 4 weeks of school in year 11 have half the odds of achieving a grade 5 in English and maths compared to similar pupils who attend regularly. Being in school every day helps children stay connected to learning, peers and the wider life of the school. It promotes a sense of belonging, a stable routine and access to opportunities that support personal, social and academic development. When attendance declines, children are more likely to experience reduced progress, increased vulnerability and poorer long-term outcomes, including an increased risk of becoming NEET (that is, not in education, employment or training). Attendance: why it matters, key data and guidance - GOV.UK Children with a social worker face additional challenges. Pupils on a child protection plan miss, on average, almost 8 weeks of school a year, which is far higher than for the wider pupil population. This highlights the importance of strong collaboration between families, schools and local authority partners to identify barriers early and provide the right support.	5

	Attendance: why it matters, key data and guidance - GOV.UK	

Total budgeted cost: £60,119.58 (est)

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 2025 to 2026 academic year.

Teaching

Y	Good progress		Average progress		Minimal progress

Clearly strong outcomes for pupils from EYFS to Year 4. Improvements in oral language skills and vocabulary clearly evidenced during learning walks. Interventions used effectively to begin to close gaps.

Year R									
Cohort	No	C&L	PS&E	PD	L	M	GLD	UTW	EAD
All	22	90.9%	100.0%	95.5%	90.9%	90.9%	90.9%	90.9%	100.0%
PP Only	4	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
PP	6	66.7%	100.0%	83.3%	66.7%	66.7%	66.7%	66.7%	100.0%

Phonics						
Yr 1				Yr 2		
Cohort	Cohort	No	Achieved	Cohort	No	Achieved
All	22	19	86.4%	30	30	100.0%
PP Only	3	3	100.0%	5	5	100.0%
PP	16	4	25.0%	10	10	100.0%

Year 2		Achieving+				Greater Depth			
Cohort	No	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM
All	30	80.0%	70.0%	73.3%	66.7%	10.0%	3.3%	13.3%	0.0%
PP Only	5	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	20.0%	0.0%
PP	10	60.0%	60.0%	70.0%	60.0%	0.0%	0.0%	10.0%	0.0%

Year 4		Achieving+				Greater Depth			
Cohort	No	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM
All	27	88.9%	74.1%	96.3%	74.1%	25.9%	22.2%	22.2%	7.4%
PP Only	14	100.0%	92.9%	100.0%	92.9%	21.4%	21.4%	21.4%	7.1%
PP	18	88.9%	72.2%	100.0%	38.9%	16.7%	16.7%	16.7%	5.6%

Targeted Academic Support ☐ **Good progress** ☒ **Average progress** ☐ **Minimal progress**
Learning walks show that pupils benefit from clearly sequenced teaching supported by strong inclusive practice. Across most classes, adaptations are evident: teachers identify misconceptions as they arise, clarify explanations and revisit learning when necessary. Inclusion and adaptive teaching will remain a priority next year so that these approaches become consistently embedded and continue to improve outcomes for all pupils. Central Region School Trust has identified seven Essential Pre-requisites for Adaptive Teaching. The leadership team has selected three of these as priorities for the next academic year to strengthen support for our most vulnerable learners; these are set out earlier in this report.
Wider outcomes ☒ **Good progress** ☐ **Average progress** ☐ **Minimal progress**
Enrichment tracking shows high participation across the school: 96% of all pupils and 97% of disadvantaged pupils took part in enrichment activities. The school is committed to ensuring that children benefit from meaningful experiences both within and beyond the classroom, supporting their development throughout their time at school. Research suggests that high-quality enrichment can also contribute to stronger attendance and improved pupil wellbeing. Attendance remained at or above the national average for most of the year, before declining during the summer heatwaves. Overall attendance was 94.6%, slightly below the national figure of 94.88%. Robust attendance-monitoring systems are in place, and attendance will remain a key priority next year. The school will use incentives and weekly reminders to help parents support regular attendance, with the aim of exceeding the national average. First-day calling will continue, and welfare checks will be carried out every three days for pupils at risk of persistent absence.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

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?	

Further information (optional)