

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 | Arrow Valley First School |
| Number of pupils in school | 145 |
| Proportion (%) of pupil premium eligible pupils | 37% (53 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Sarah Allen (Principle) |
| Pupil premium lead | Louise Newman (Vice Principle) |
| Governor / Trustee lead | Nicola Robinson |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £68,475 |
| Recovery premium funding allocation this academic year | £65,475 |
| 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 | £68,475 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every child at Arrow Valley First School, irrespective of their background starting points or challenges are happy and achieve their full potential.

We are committed to the success of our young people as both learners in the classroom and beyond; we adopt a philosophy of 'love to learn, and learn to love' – this is therefore at the foundation of all which we do and is why we have an absolute focus on the 'Attributes' of our children, empowering them to embark on a journey of discovery of their learning and of their social skills as well as their contribution to the wider community. We want our children to develop as confident, articulate, well-informed, open-minded and value driven members of their local community. We achieve this by providing a broad and ambitious curriculum for all, with an emphasis on targeted support, where needed, to ensure our pupils can achieve the outcomes and experience the opportunities they deserve.

A high-quality pastoral system will be the foundation of this culture. Excellent relationships will be fostered between school staff, pupils and their families. Our core values are our behaviours that we demonstrate every day to support our aspirations. These being: kindness, listening, safe, honest, hardworking and resilience.

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 which found that the greatest impact in narrowing the disadvantaged gap is effective teaching. Therefore, high quality teaching and learning is at the heart of this approach, with a focus on the needs of our disadvantaged cohort. There will be high expectations for all, with careful scaffolded steps to open access to everyone. This is proven to have the greatest impact of closing the disadvantaged attainment gap.

Our continuous professional development and strategic decision will ensure that every teacher and member of support staff will be trained with evidence-based approaches which will make the most impact in the positive outcomes of our learners.

Challenges

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

| Challenge number | Detail of challenge |
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| 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 Year 4 and in general, are more prevalent among our disadvantaged pupils than their peers. |

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| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Our observations have concluded that children have been locked away for too long. 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 | 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. This has resulted in pupils lacking self-motivation and resilience, aspiration and other personal qualities that promote a positive attitude towards, and engagement with, education. When faced with tasks many pupils do not exhibit the resilience needed for extended independent practise |
| 5 | Our observations and discussions with families and pupils show us that some of our disadvantaged students need support to widen their aspirations in school and beyond. We need to offer them wider enrichment opportunities that enable them to aim high and at the same time, be motivated to succeed academically. |
| 6 | Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 92.45% lower than for non-disadvantaged pupils which is 93.26%. 29.27% of disadvantaged pupils have been 'persistently absent' compared to 24.32% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |

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. Pupils' oracy skills to be further enhanced through the introduction and use of CUSP vocabulary to ensure rapid progression in language acquisition. | Pupil voice, learning walks, observations and assessments will demonstrate that pupils will significantly improve their oral language. This will be measured through triangulation of the above. Use of star words and an understanding of Tier 2 and 3 words will enhance pupils understanding of the unit. This will be measured through quizzes. |
| Improved reading attainment among disadvantaged pupils RWI to be further embedded across school. RWI fast track tutoring used to support | By the end of our current plan in 2024/25 reading outcomes from NGRT and Pixl for Years 1-4 will show that our disadvantaged cohorts will have improved and will approach the levels of their non-disadvantaged peers. EYFS Phonics and Year 1 outcome to show repeated success from 2022/23 |

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| <p>disadvantaged learners and improve outcomes. Further embed the Trust reading Strategy. A strong reading ethos to be continued across school.</p> | |
| <p>Improve enrichment of the curriculum to enable particularly our disadvantage pupil's motivation and resilience to pursue wider goals. Further embedding the use of CUSP in most curriculum areas that has an emphasis on oracy and vocabulary acquisition, retention and use to break down barriers and accelerate progress.</p> | <p>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.</p> |
| <p>To improve the enrichment, wellbeing and participation of all students, including our disadvantaged cohort.</p> | <p>Qualitative student, parent and teacher voice will demonstrate high levels of wellbeing in all cohorts. Monitoring of interventions and case studies. Participation rates in enrichment activities will increase, especially for our disadvantaged cohort. Reduced number of pupil premium pupils receiving negative logs. Increased number of merits issued for all pupils and especially those entitled to pupil premium.</p> |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <p>The % of all students who are persistently absent to have reduced and the attendance and lateness of disadvantaged student to have improved.</p> |

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: £ 35k

| 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> | <p>1, 2, 4, 5</p> |
| <p>Embedding oracy, vocabulary activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Using the materials from CUSP and My Mastery Ark Curriculum maths will enrich all subjects across the curriculum.</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> <p>https://www.unity-curriculum.co.uk/</p> | <p>1, 2, 3</p> |
| <p>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>https://www.unity-curriculum.co.uk/</p> | <p>3</p> |
| <p>Sustained CPD on developing learning behaviours in school to manage and improve children 's attitudes to learning</p> | <p>Research suggests the developing good learning behaviours and developing a strong class culture can have beneficial effects on children's learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> | <p>4</p> |

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| Implement the trust reading strategy supported by sustained CPD on Reading Comprehension Strategies and targeted vocabulary instruction | Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | 1, 2 |
| Continue to develop the phonics programme of RWI to secure stronger phonics teaching for all pupils. | 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: Phonics Toolkit Strand Education Endowment Foundation EEF | 1, 2 |

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

Budgeted cost: £ 30k

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Intervention programmes informed by effective diagnostic assessment tools including NGRT, PIXL, MyMastery Ark Curriculum Maths diagnostic tests and Wellcomm | Diagnostic tools being used from these assessment tools will inform of targeted interventions both class and groups that will fill gaps of knowledge especially for our disadvantaged pupils. These will have a positive impact on pupils remembering more. Small group tuition EEF (educationendowmentfoundation.org.uk) | 1, 2, 4, 5 |
| Intervention programme on Phonics | 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 1, 2 |
| To improve pupils perseverance with and fluency in writing. | A systematic and energising whole-school approach with a shared vision for pupils and teacher and rapidly progresses motivation across all our pupils but especially our disadvantaged. | 2, 3, |

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| | Standards in writing will increase particularly for our disadvantaged pupils. | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 9k

| 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 via counselling.</p> <p>Pastoral packages within school such as one to one support with TA using an in school therapy.</p> <p>Embed the new PSHE programme (Lifewise) to define and target specific skills such as resilience and empathy</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>Evidence suggests that SEL strategies can have a positive impact on school interactions, attitudes to learning itself.</p> <p>Social and emotional learning strategies EEF (educationendowmentfoundation.org.uk)</p> | 5 |
| <p>Whole staff training on behaviour management and approaches with the aim of developing our school ethos and improving behaviour both in classrooms and outside on the playground.</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 Improving School Attendance advice.</p> <p>Raise standards children should be in school everyday.</p> <p>Target specific families with bespoke work to</p> | <p>The DfE principles of good attendance and 'Improving School Attendance Sept 2022.</p> <p>Working together to improve school attendance (publishing.service.gov.uk).</p> | 6 |

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| <p>improve attendance and punctuality. Continue to work with the EWO to support target families.</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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> | <p>3</p> |
| <p>Introduce an extracurricular enrichment programme including the arts and sports. Clubs within school will target the vulnerable.</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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback The arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation EEF (educationendowmentfoundation.org.uk)</p> | |

Total budgeted cost: £69 000

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.

| Aim | Outcome |
|--|---|
| Prompt gap closing in reading, writing and maths. | <p>School outcome data is in line with or better than National averages.</p> <p>School outcome in maths for end of Key Stage 1 results in Summer 2023 showed the gap was closing with 89% of disadvantaged pupils achieving Expected Progress compared to 85% of those not disadvantaged.</p> |
| Training and introduction of Synthetic Systematic Phonics programme. | Last year all KS1 teachers and teaching assistants were trained to deliver Read Write Inc phonics programme. The result of this was Year 1 phonics pass rate of 96%. An increase from 76% previous year. |
| Embedding the use of CUSP in most curriculum areas has an emphasis on oracy and vocabulary acquisition, retention and accelerate progress. | Children have been able to articulate their learning through pupil voice exercises and show that they have remembered more and were able to use vocabulary precisely through the delivery of the CUSP curriculum. |
| Delivery of curriculum swimming and water safety. | This has had a huge impact on not only our disadvantaged pupils but for all. Confidence, resilience, and determination have been a focus for these pupils, and these skills have been transferable across other subjects within the school curriculum. |

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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| Maths | My Mastery Ark Curriculum Plus |
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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? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

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.