

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	154
Proportion (%) of pupil premium eligible pupils	32% (49 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sarah Allen (Principal)
Pupil premium lead	Louise Newman (Vice Principal)
Governor / Trustee lead	Nicola Robinson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	63,640
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## 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. High quality teaching and learning is at the heart of this approach, with a focus on the needs of our disadvantaged cohort. We want to build strong readers who develop a love for reading for purpose and pleasure. Encourage children to become fluent writers and mathematicians as well as develop their knowledge and understanding of the world through our foundation subjects. There will be high expectations for all, with carefully scaffolded steps to open access to everyone. We achieve this by providing a broad and ambitious curriculum for all, with an emphasis on targeted support, where needed, to ensure our educationally disadvantaged pupils to thrive academically and socially.

A high-quality pastoral system will be the foundation of this culture. Excellent relationships will be fostered between school staff, pupils and their families. Building strong relationships with adult and peers through consistency in expectations and routines is at the heart of what we do. Our core values of kindness, respect, safe, honest, hardworking and resilience will be manifest in action every day and will shape our strategy and approaches. We want our children to develop as confident, articulate, well-informed, open-minded and value driven members of their local community.

In planning our Pupil Premium Strategy, we have drawn on a range of experience, evidence-based research and best practice from across our Trust and the Education Endowment Foundation's Teaching and Learning Toolkit. This is to ensure that every teacher and member of support staff will be trained with evidence-based approaches which will make the most impact on the positive outcomes of our learners. Our curriculum will be ambitious, broad, and inclusive to meet the needs of all learners.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance:</b> Having good attendance is crucial for pupils if they are to succeed in school. It is a struggle for those children from disadvantaged and vulnerable families at times to keep up a good level of attendance. Therefore, there needs to be a consistent approach to engaging with families and incentives and actions to improve attendance for these groups.
2	<b>Social, Emotional and Mental Health:</b> Assessments, observations and discussions with pupils and families has identified that a lack of enrichment opportunities has had an adverse effect on developing children's motivation, self-esteem and resilience skills.
3	<b>READING:</b> Assessments and observations have suggested disadvantaged pupils have greater difficulties with phonics than their peers. This then negatively impacts their development as readers.
4	<b>Oracy:</b> Our assessments, observations, and discussions have indicated to us that many of our low starters and disadvantaged pupils have underdeveloped oral language skills and vocabulary gaps. Their oracy skills and vocabulary knowledge need additional support to help them become more confidence to express their thinking and be able to use age-appropriate vocabulary in partner discussion.
5	<b>Independent Learners:</b> For children to succeed at school pupils need to be able to self-regulate to enable themselves to become independent learners. Through observations many disadvantaged and vulnerable pupils lack aspiring to achieve and therefore can become passive learners.
6	<b>Writing:</b> For children to succeed in school they must be good writers, therefore this must be strong focus in school. Disadvantaged pupils generally have greater difficulties in improving their writing stamina and fluency than their peers. This negatively impacts their development as writers through school.
6	<b>Mathematics:</b> For children to succeed in school they must be good with numbers and problem solving. Assessments have shown that our disadvantaged and vulnerable learners have difficulty grasping the basic number fluency for them to use to solve various mental and written mathematical problems accurately.
	<i>It should be noted that we aim to improve both behaviour and attendance as part of our Pupil Premium Strategy, but we view these as outcomes of systems of the challenges listed above, not stand alone.</i>

## 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
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<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Increase school attendance and reduce Persistent Absence of disadvantaged pupils</p> <ul style="list-style-type: none"> <li>• Improve attendance levels from 93.7% (23/24).</li> <li>• Reduce PA from 17.5%</li> <li>• Increased parental understanding regarding the important of school attendance.</li> <li>•</li> </ul>
<p>Improve enrichment of the curriculum to enable particularly our disadvantage pupil's motivation and resilience to pursue wider goals.</p>	<ul style="list-style-type: none"> <li>• Opportunities through the curriculum for our vulnerable and disadvantaged children to access engaging experiences within and beyond the classroom. Arbor to support through enrichment tracker.</li> <li>• Pupil voice, observations and monitoring will ensure that are most vulnerable are taking these opportunities.</li> <li>• PPM families supported to access e.g. financial support, equipment provided, possible pre visits with families to encourage patriation</li> <li>• School trips and visits support personal development as well as curriculum</li> <li>• All pupils engage with the Arrow Valley offer</li> </ul>
<p>Improve reading attainment among disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• <del>RWI fast track tutoring to support disadvantaged and vulnerable learners throughout the school.</del></li> <li>• <del>Assessments from NGRT and Pixl for Years 1-4 will show our disadvantaged cohorts will have improved and match those levels of their non-disadvantaged peers.</del></li> <li>• <del>EYFS Phonics and Year 1 outcome to show repeated success from 2023/24.</del></li> <li>• <del>Adaptation of CUSP materials (securing and advancing)</del></li> <li>• Children meet their challenging targets with results in all areas in line or above national</li> <li>• Phonic screening results in line with national</li> <li>• Reception pupils enter year 1 reading simple sentences</li> <li>• Pupils read widely and often, with fluency and comprehension appropriate to their age.</li> <li>• Pupils use precise terms and articulate them within context and within a well-formed explanation</li> <li>•</li> </ul>
<p><b>Improve standards of oracy</b></p> <p>Improve oral language skills and vocabulary among disadvantaged pupils. Pupils' oracy skills to be further enhanced through the introduction and use of CUSP</p>	<ul style="list-style-type: none"> <li>• <b>Explicit teaching of teir 2 and teir 3 voubлары in all areas of the curriculum with expectation that pupils use this language in their learning</b></li> <li>• <b>Pupils using technical and age-appropriate language within lessons both verbally and written.</b></li> <li>• <b>Talk parnters, seating plans, talk assemblies, effective use of stentnece stems</b></li> </ul>

<p>vocabulary to ensure rapid progression in language acquisition.</p> <p>Articulate Flunet</p>	<ul style="list-style-type: none"> <li>• Pupil voice, learning walks, observations and assessments will demonstrate that pupils will significantly improve their oral language.</li> <li>• Use of star words and able to use key vocabulary within partner discussions.</li> <li>• Knowledge organisers and vocabulary lists are adapted and support pupils in using the vocabulary within their work.</li> <li>• Seating plans to maximise learning opportunity,</li> </ul>
<p>For children to self-regulate effectively to become independent learners. Pupils will aspire and become active learners.</p>	<ul style="list-style-type: none"> <li>• Thrive practitioner provides a rigorous and bespoke programme of work for disadvantaged and vulnerable children to support their learning.</li> <li>• Delivery of the 'zones of regulation' will allow our vulnerable learners to manage their emotions effectively and show resilience.</li> <li>• Adaptive learning</li> <li>• Ensuring that opportunities are built into the curriculum for pupils to know more, do more and remember more that will build their motivation and resilience.</li> <li>• PSHE programme defines and targets specific skills such as resilience and empathy.</li> </ul>
<p>For the attainment gap to decrease between pupils from disadvantaged backgrounds and their non-disadvantaged peers in Writing.</p>	<ul style="list-style-type: none"> <li>• Kinetic letters- automatically</li> <li>• Phonics- daily</li> <li>• To use the tools of CUSP to adapt and plan engaging lessons.</li> <li>• Promoting the use of word banks and prompts to avoid over cognitive load.</li> <li>• Children can talk about what they are learning with confidence.</li> <li>• RWI spelling</li> <li>• Data analysis will show that the gap between children from disadvantaged backgrounds and their non-disadvantaged peers is closing</li> </ul>
<p>For the attainment gap to decrease between pupils from disadvantaged backgrounds and their non-disadvantaged peers in Maths.</p>	<ul style="list-style-type: none"> <li>• To use 'Fluency Bee' to enhance pupils number fluency across all year groups.</li> <li>• Explicit teaching of vocabulary (star words) and talk tasks within maths will promote further understanding.</li> <li>• Retrieval (Do it now tasks) tasks are built into curriculum.</li> <li>• They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.</li> <li>• Data analysis will show that the gap between children from disadvantaged backgrounds and their non-disadvantaged peers is closing.</li> </ul>

## 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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding oracy, vocabulary activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	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: <a href="#">Oral language interventions   EEF</a>  <a href="#">Preparing for Literacy   EEF</a>	1, 2,4
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. <a href="#">Phonics   EEF</a>	1, 2
Mathematical understanding will support children make sense of the world around them, interpret situations, and solve problems in everyday life. Using the materials from My Mastery Ark and White Rose.	<a href="#">A School's Guide to Implementation   EEF</a> <a href="#">EEF   Early Mathematics</a> <a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a>  <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a>	6
Ensure consistent Quality First Teaching across all cohorts through the teaching and learning policy and curriculum. Sustained CPD on developing learning behaviours in school to manage and improve children 's attitudes to learning.	Research evidence suggest that high quality inclusive learning environments have a positive effect on pupils achievements and behaviour. <a href="#">Special Educational Needs in Mainstream Schools   EEF</a> Research suggest the developing good learning behaviours and developing a strong class culture can have beneficial effects on children's learning. <a href="#">Improving Behaviour in Schools   EEF</a>  Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific	1, 2, 3, 4, 5, 6,

	strategies for planning, monitoring, and evaluating their learning <a href="#">Metacognition and self-regulation   EEF</a>	
Sustained CPD on developing learning behaviours in school to manage and improve children 's attitudes to learning	Research suggests the developing good learning behaviours and developing a strong class culture can have beneficial effects on children's learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>  <a href="https://www.unity-curriculum.co.uk/">https://www.unity-curriculum.co.uk/</a>	3, 4
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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1, 2

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

Budgeted cost: £

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.  <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 5, 6
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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  <a href="#">The reading framework</a>	1, 2

Quality support for TA's and teachers to deliver interventions that close the gaps.	Evidence suggest that making the best use of teaching assistants. through delivery of bespoke intervention, using TA's to build independence, making time for TA's to plan their sessions. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	4, 5, 6
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

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 all 2015)</p> <p>Evidence suggests that SEL strategies can have a positive impact on school interactions, attitudes to learning itself.</p> <p><a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning-strategies">Social and emotional learning strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	3, 4
<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><a href="https://educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	3, 4,
<p>Embedding Principals of good practice set out in the DfE's <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/107112/improving-school-attendance-advice.pdf">Improving School Attendance</a> advice.</p> <p>Raise standards children should be in school everyday.</p>	<p>The DfE Principals of good attendance and 'Improving School Attendance Sept 2022.</p> <p><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/107112/improving-school-attendance-advice.pdf">Working together to improve school attendance (publishing.service.gov.uk).</a></p>	7



<p>Target specific families with bespoke work to improve attendance and punctuality. Continue to work with the EWO to support target families.</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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a> The arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## 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 2023 to 2024 academic year.

Aim	Outcome
Attainment gap is closing between the disadvantaged pupils and their non disadvantaged peers for writing and maths at the end of KS1 and Year 4.	School outcome data is in line with or better than National averages in some cohorts.  End of year Writing and Maths for KS1 and Year 4 Year 2: 88% (W) 94% (M) Year 4: 78% (W) 78% (M)
Training and introduction of Synthetic Systematic Phonics programme.  Closing the gap in Reading	Continued CPD training and coaching sessions have enabled our phonics pass rate to remain at 89% which is once again above national  CUSP has enabled deeper comprehension and vocabulary skills for those pupils who have passed their phonics programme. End of year Reading Data: EYFS: 91% Year 2: 88% Year 4: 89%
Improving oral and vocabulary within all subjects	Children have been able to articulate their learning through talk tasks, partner work and through pupil voice activities  <i>Ofsted Feb 2024 'Children from early years onwards are exposed to technical vocabulary such as 'oesophagus'. They are fluent when using such terms and can recall previous learning'</i>

### 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
Maths	My Mastery Ark Curriculum Plus

RWI	
RWI Spelling	
CUSP	

## 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?	1 pupil
What was the impact of that spending on service pupil premium eligible pupils?	Access activities Attendance meetings with principal Access to targeted support in class

## 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.*