

# Pupil premium strategy statement – Arbury Primary School

This statement details our school's use of pupil premium 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 impact of last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Arbury Primary School
Number of pupils in school	374
Proportion (%) of pupil premium eligible pupils	39% (145 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	2023-24 to 2025-26
Date this statement was published	Dec 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Ben Tull - Headteacher
Pupil premium lead	Sophie Morris - Deputy Headteacher
Governor lead	Resources Committee

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£234,155
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£234,155</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including good progress for those who are already high attaining.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our staff will focus especially on feedback, self-regulation and meta-cognition as these are proven to have the greatest impact on closing the disadvantage attainment gap.

Our approach will be responsive to both common challenges and individual needs and rooted in robust diagnostic assessment rather than 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 provide quality first teaching, with an increased focus on feedback

Children in receipt of Pupil Premium funding face a wide range of barriers. These are different for each individual. Staff look at barriers on a child-by-child basis and these are regularly documented and reviewed. Barriers to educational achievement faced by disadvantaged pupils in our school include:

- safeguarding and welfare issues
- limited life experiences
- poverty / over-crowding
- poor diet / hunger
- broken family structures / family disorganisation
- mental health / anxiety / negative self-image of child or adult
- delayed spoken language / poor adult literacy
- low parental engagement
- historical impact of Covid-19 and time away from school

## Challenges

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

Challenge number	Detail of challenge
1	<b>Lower Levels of Spoken Language on Entry to EYFS</b> Delayed language acquisition in our younger learners due to reduced social contact and less pre-school provision.
2	<b>Phonics (EY/Y1)</b> Formative and summative assessment indicates lower levels of attainment in reading and slower acquisition of phonics skills on entry to EYFS/Y1.
3	<b>Lower outcomes in Reading (Y2 – 6)</b> Internal assessments indicate that there are some children who have fallen behind their peers in reading.
4	<b>Lower Outcomes in Writing (English curriculum review)</b> Formative and summative assessment indicates lower writing skills and attainment amongst our disadvantaged children
5	<b>Identifying Gaps in reading, writing and maths</b> Internal assessments and moderation are used to identify the gaps in knowledge and understanding in reading, writing and maths so that these gaps can be addressed
6	<b>Mental Health (Pastoral support / Blue Smile / Red Hen)</b> Our surveys, observations and parental feedback indicate a negative impact on the mental health and well-being of children and families, especially due to external pressures such as: the cost of living, unsuitable housing and lack of timely social care and NHS support.
7	<b>Resilience, self-esteem, stamina for learning and children feeling enmeshed within school.</b> Disadvantaged children who are not fully enmeshed in school life have lower esteem, resilience stamina for learning and therefore make less 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 in EY.	Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and phonics attainment among disadvantaged pupils in EY/Y1.	Reading outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard in reading and phonics.
Improved attainment among disadvantaged pupils by the end of KS2.	Outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard in reading and Maths and 65% in Writing.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"><li>• qualitative data from pupil voice, student and parent / carer surveys and teacher observations</li><li>• a significant increase in stamina and resilience</li><li>• a significant increase in participation in enrichment activities (trips, clubs, lunchtime provision)</li><li>• effective, targeted support for vulnerable families and individual pupils (Therapeutic support - Blue Smile / Family support - Red Hen)</li><li>• increased attendance of disadvantaged children</li></ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23,338

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments: PiRA/PUMA/GAPS (Hodder Education)</p> <p>Continued support for staff on how to accurately administer and interpret standardised tests.</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><i>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</i></p>	3, 4, 5
<p>Delivery of a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils:</p> <p>Little Wandle Letters and Sounds Revised / Assessments tracked on assessment tracker.</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><i>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</i></p> <p><i>High impact based on extensive evidence (EEF) potential impact +5 months.</i></p>	2
<p>Continue to review the statements in Sonar to ensure they match precisely the objectives taught at Arbury Primary School.</p>	<p>Teachers being able to make accurate assessments to inform quality first teaching.</p> <p><i>Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</i></p>	3, 4, 5
<p>Check the expectations for weekly writing opportunities in a range of books, teacher feedback, curriculum coverage and assessment.</p>	<p>Teachers being able to make accurate assessments to inform quality first teaching:</p> <p><i>Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</i></p>	4
<p>Writing Moderation – No More Marking. Using comparative judgements to benchmark writing attainment.</p>	<p>Teachers being able to make accurate assessments to inform quality first teaching:</p> <p><i>Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</i></p>	4
<p>Half Termly AR Star Reading Tests to benchmark in year 2, 3, 4, 5 and 6.</p> <p>To ensure that the shelving is stocked with books labelled for 'Accelerated Reader'.</p>	<p>Teachers being able to make accurate assessments to inform quality first teaching:</p> <p><i>Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</i></p> <p><i>Reading Comprehension Strategies offer very high impact based on extensive research (EEF), potential impact of +6 months.</i></p>	3, 5
<p>WalkThru subscription to support teacher training for teaching and learning.</p>	<p>Teacher questioning becomes more effective. Regular opportunities to check for understanding.</p> <p><a href="https://walkthrus.co.uk/">https://walkthrus.co.uk/</a></p>	2, 3, 4, 5

<p>Monitor the year 1 to 6 English curriculum, ensuring the bespoke, text-based planning for each half term is embedded.</p> <p>Review and amend skeleton English planning for all year groups in order to identify quality writing opportunities, linked to the teaching of grammar and punctuation.</p> <p>Keep under review the grammar teaching sequence, mapped to quality writes and specific text types.</p> <p>Monitor weekly GPS quick assessments (year 2 to 6) used to keep track of GPS attainment and identify priorities for whole class and group work.</p> <p>Monitor No Nonsense spelling used (year 2 to 6) with identified word list for each week.</p>	<p>Excellent professional development to increase Quality First teaching.</p> <p>Evidence based on EEF Key Principles:</p> <p><u>Pupil_Premium_Guidance_iPDF.pdf</u> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><i>Feedback to pupils offers very high impact based on extensive evidence (EEF) offering potential impact of +6 months: <u>Teaching and Learning Toolkit   EEF</u> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</i></p>	3, 4
<p>Provide phonics training updates for Whole school (Teachers and support staff).</p> <p>Phonics: Check classroom provision in place - Alphabet freezes / shelves for weekly books.</p> <p>Use the Little Wandle Letters and Sounds assessment tracker to record phonics and tracking data areas in Target Tracker.</p> <p>Develop/maintain daily reading provision in EYFS/Y1 using phonetically decodable books.</p>	<p>Excellent professional development to increase Quality First teaching.</p> <p><i>High impact based on extensive evidence (EEF) potential impact of + 5 months. <u>Teaching and Learning Toolkit   EEF</u> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</i></p>	2
<p>Use the 'Seesaw' platform to strengthen independence accountability in the EYFS.</p>	<p>Children become more independent and accountable.</p> <p><i><u>Teaching and Learning Toolkit   EEF</u> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</i></p>	7

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

Budgeted cost: £258,733

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils in EYFS and Y1 who require Daily Keep-Up phonics support.</p> <p>Target Y1 children and provide additional in-class support as well as daily keep up sessions for all children who are at risk of/have fallen behind.</p> <p>Use past phonics screening tests to complete phonics screening end of Aut 2, Spr 2 and Sum 1.</p> <p>Target Year 2 children and provide additional 'Rapid Catch-Up' if they did not pass the Y1 Phonics Screening Check or require additional phonics support.</p> <p>Target KS2 children who have gaps in phonic knowledge and provide targeted phonics interventions.</p> <p>Narrow the phonics attainment gap in Year 2 to 6 with Rapid Catch-up.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p> <p>Phonics teaching gives high impact based on extensive evidence, offering potential +5 months progress.</p> <p>Small group tuition shows moderate impact based on evidence provided by EEF.</p> <p>Extra phonics work shows high impact based on very extensive evidence provided by EEF.</p> <p><u><a href="https://educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></u></p>	2
<p>Continue with school-led tutoring for targeted children, a significant proportion of which will be disadvantaged, including those who are high attaining pupils. Focus on end of KS2.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p> <ul style="list-style-type: none"> <li>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</li> </ul>	2, 5
<p>Teaching Assistant support enhances quality first teaching. (2hrs per class per day)</p>	<p>Additional adult support focused on feedback, metacognition and self-regulation, offering very high impact based on extensive research offering a potential impact of +7 months: <u><a href="https://educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></u></p>	2, 3, 4, 5, 7
<p>1:1 reading support for the lowest attaining 20% of children in each class. (1/2 hour per class per day)</p>	<p>Reading Comprehension strategies offer very high impact based on extensive evidence provided by EEF, offering a potential +6 months impact.</p> <p><u><a href="https://educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></u></p>	3
<p>Teaching Assistant Led Intervention Support for SEND pupils (1hr per class per day)</p>	<p>Feedback to pupils offers very high impact based on extensive evidence provided by EEF, offering a potential +6 months impact.</p> <p>Teaching Assistant Interventions offer moderate impact based on evidence.</p> <p><u><a href="https://educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></u></p>	2, 3, 4, 5

Speech Therapy support to children.	Individualised instruction and 1:1 tuition offer high impact based on extensive evidence provided by EEF, offering a potential +4 months impact.  Teaching and Learning Toolkit   EEF ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 2, 7
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£95,475**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased sports coach provision at lunch times, focussed on disadvantaged pupils, to increase stamina, resilience and wellbeing. (Cost in Sport premium)	Endowment Foundation   EEF research tells us that children who are enmeshed in school life, have greater resilience and make better progress.	6, 7
Blue Smile interventions to support mental health. One full day per week. Red Hen interventions to support families in crisis.	Based on our experience, we have continued to identify the need to prioritise funding in order to respond quickly to ongoing therapeutic needs, family support and needs that have not yet been identified.	6, 7
Additional Deputy Headteachers / Senior staff – High profile at start and end of every day and on duty at lunchtime and playtime.	Social and emotional learning, and parental engagement are both shown to have a moderate impact based on extensive evidence provided by EEF. Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)	6, 7
Better Transition for PP children into EYFS. EYFS release for transition visits	Social and emotional learning, and parental engagement are both shown to have a moderate impact based on extensive evidence provided by EEF. Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)	6, 7
More Detailed identification of barriers to learning recorded and updated termly. Monitoring of barriers to learning and planned actions by Deputy Headteacher and Phase Leaders.	A greater understanding by staff of potential barriers to learning helps to target support appropriately. Social and emotional learning, and parental engagement are both shown to have a moderate impact based on extensive evidence provided by EEF. Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)	6,7
Attendance – Designated attendance officer time.	Endowment Foundation   EEF research tells us that children who are enmeshed in school life, and have excellent attendance, have greater resilience and make better progress.	6,7
Real experiences in School (trips) subsidised for all and paid for fully for all PP children.	Endowment Foundation   EEF research tells us that children who are enmeshed in school life, have greater resilience and make better progress.	6,7
Provision of equipment to PP children (water bottles / book bags / Study guides for Y6 etc.) Study guides 60 x water bottles and book bags.	Endowment Foundation   EEF research tells us that children who are enmeshed in school life, have greater resilience and make better progress.	3,7

**Total budgeted cost for 2025/26: £377,546**

## Pupil premium strategy outcomes for 2024/25

Intended outcome	Success criteria	Impact to date
Improved oral language skills and vocabulary among disadvantaged pupils in EY.	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.	<p>Of the 38 children who started and completed the reception year 2024-25 at Arbury, 73.7% were assessed as 'just at' or 'securely at' in speaking based on entry assessment data. By the end of the academic year, this had increased to 89%.</p> <p>Whole-class bucket time during the autumn term and then small group for targeted children.</p> <p>TAs attending and carrying out follow up SALT provision for children open to speech and language support.</p>
Improved reading and phonics attainment among disadvantaged pupils in EY/Y1.	Reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard in reading and phonics.	<p>Out of the 15 PP pupils who started and completed the year in EYFS 2024-25, 11 children (73%) attained the expected standard in reading.</p> <p>10/15 of PP children starting and completing the year in EYFS attained GLD (67%)</p> <p>13/23 (57%) of PP children in year 1 passed the phonics screening check. 30% of the PP group are also on the SEND register.</p>
Improved attainment among disadvantaged pupils in year 6.	Outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard in reading and Maths and 65% in Writing.	<p>2025 KS2 SATs outcomes for PP children: Reading 79% (63% Nat.) / Writing 53% (59% Nat.) / GPS 71% / Maths 68% (61% Nat.)</p> <p>Combined PP outcomes in 2025 = 44% (47% Nat.)</p> <p>The average scaled score for PP children in the KS2 SATs also shows that many of our PP cohort were attaining the higher standard in these assessments</p> <p>Greater Depth for PP children in reading 21% / Average scaled score for reading: 104.7</p> <p>Greater Depth for PP children in GPS 27% / Average scaled score for GPS 104.5</p> <p>Greater Depth for Maths for PP children 9% / Average scaled score for maths 102.8.</p> <p>There was a large crossover (10/24) in this cohort of children with SEN and PP. The 2025 KS2 SATs outcomes for PP / No SEN are as follows: Reading 92% / Writing 67% / GPS 88% / Maths 75%</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent / carer surveys and teacher observations</li> </ul>	<p>The 2024/25 Health Related Behaviour Survey for Y5/6 (HRBS). Key findings:</p> <ul style="list-style-type: none"> <li>75% (compared with 66% average for Cambridgeshire Primary) of pupils responded that they feel comfortable talking to other children at school.</li> <li>73% (compared with 62% average for Cambridgeshire Primary) of pupils responded that their teachers <u>do</u> listen to them.</li> <li>86% (compared with 81% average for Cambridgeshire Primary) agreed their work is marked so that they can see how to improve it.</li> <li>97% (compared with 89% average for Cambridgeshire Primary) of pupils responded that their school has clear rules about bullying, while 86% (78% Cambridgeshire average) said that their school always does something if bullying happens.</li> <li>60% (compared with 51% average for Cambridgeshire Primary) pupils feel that their views and opinions are listened to in school.</li> </ul> <p>The 2024 Questionnaire to children in Y2 to Y6 key findings:</p> <ul style="list-style-type: none"> <li>97% enjoy school</li> <li>99% say teachers help them to do their best</li> <li>94% say teachers give them work which challenges them</li> <li>96% enjoy learning</li> <li>94% say other children behave well</li> <li>96% say children look after physical health</li> <li>85% take part in school activities outside lessons</li> <li>98% say school encourages them to respect those from other backgrounds</li> <li>94% feel safe when at school</li> <li>94% have an adult they can go to if they are worried</li> </ul>

	<ul style="list-style-type: none"> <li>• a significant increase in stamina and resilience</li> <li>• a significant increase in participation in enrichment activities (trips, clubs, lunchtime provision). Priority places for PP children.</li> <li>• effective, targeted support for vulnerable families and individual pupils (Therapeutic support - Blue Smile / Family support - Red Hen)</li> <li>• increased attendance of disadvantaged children</li> </ul>	<p>Observations in autumn term demonstrated high pupil engagement, facilitated by the use of WALKTHRU strategies to encourage active engagement. This has formed part of our teacher development INSET training and has been a focus during lesson observations to monitor impact.</p> <p>PP representation Clubs and Booster Groups:  <b><u>Key Stage 1 Clubs</u></b>  Drop-in lunchtime clubs – all children welcome to attend. Good uptake from PP children.</p> <p><b><u>KS2 Clubs</u></b>  Year 3 Multi- sports – 20% PP  Year 4 Archery – 34% PP  Y5 Netball – 55% PP  Y5 Samba – 33%  Y5 Archery – 48%  Y5 Maths booster – 92%</p> <p><b><u>Representatives</u></b>  Reading Ambassadors – 54%  School Council – 50%</p> <p>During 2024/25, of the 20 children that Blue Smile supported, 16 were PP children (80%).</p> <p>We use PP funding to buy in Red Hen support for vulnerable families. During 2024/25 Red Hen supported 51 vulnerable families through case work, events or family support (using total family members number on the family record). Red Hen also supported 16 families through intensive 1:1 work, including 12 new referrals. 60 families were engaged in Red Hen drop ins and events.</p> <p>In June 2025, the PP attendance was 91.4%, 2.5% below the whole school attendance of 93.9% and 0.8% below the national average for PP children of 92.2%.</p>
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## Externally provided programmes

Programme	Provider
PiRA, PUMA and GAPS standardised tests	Rising Stars / RS Assessment – Hodder Education
Little Wandle Letters and Sounds Revised	Little Wandle Letters and Sounds
Accelerated Reader	Renaissance Learning
Times Tables Rock Stars	Maths Circle Ltd
Play Therapy	Blue Smile Charity
Home/School Support	Red Hen Charity
Speech Therapy	Cambridgeshire County Council
Teaching WalkThrus	John Catt Educational Ltd