

Pupil premium strategy statement – Arbury Primary School

This statement details how our school intends to use pupil premium funding for the 2024 to 2025 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 funding within our school.

School overview

Detail	Data
School name	Arbury Primary School
Number of pupils in school	376
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	2024-25 to 2026-27
Date this statement was published	Dec 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Ben Tull - Headteacher
Pupil premium lead	Sophie Morris - Assistant Head
Governor lead	Resources Committee

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£214,534 Est.
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£214,534 Est.

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. 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	<p>Language (Nuffield Early Language Intervention)</p> <p>Delayed language acquisition in our younger learners due to reduced social contact and less pre-school provision.</p>
2	<p>Phonics (EY/Y1)</p> <p>Formative and summative assessment indicates lower levels of attainment in Reading and slower acquisition of phonics skills on entry to EYFS/Y1.</p>
3	<p>Lower outcomes in Reading (Y2 – 6)</p> <p>Internal assessments indicate that there are some children who have fallen behind their peers in Reading.</p>
4	<p>Lower Outcomes in Writing (English curriculum review)</p> <p>Formative and summative assessment indicates lower Writing skills and attainment amongst our disadvantaged children</p>
5	<p>Identifying Gaps in Reading, Writing and Maths</p> <p>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</p>
6	<p>Mental Health (Blue Smile / Red Hen)</p> <p>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.</p>
7	<p>Resilience, self-esteem, stamina for learning and children feeling enmeshed within school.</p> <p>Disadvantaged children who are not fully enmeshed in school life have lower esteem, resilience stamina for learning and therefore make less progress.</p>

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 2024/25 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 2024/25 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 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent / carer surveys and teacher observations • a significant increase in stamina and resilience • a significant increase in participation in enrichment activities (trips, clubs, lunchtime provision) • effective, targeted support for vulnerable families and individual pupils (Therapeutic support - Blue Smile / Family support - Red Hen) • increased attendance of disadvantaged children

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: **£27,250**

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>https://walkthrus.co.uk/</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>Pupil_Premium_Guidance_iPDF.pdf (educationendowmentfoundation.org.uk)</p> <p><i>Feedback to pupils offers very high impact based on extensive evidence (EEF) offering potential impact of +6 months: Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</i></p>	<p>3, 4</p>
<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. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</i></p>	<p>2</p>
<p>Use the 'Seesaw' platform to strengthen independence accountability in the EYFS.</p>	<p>Children become more independent and accountable.</p> <p><i>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</i></p>	<p>7</p>
<p>Run the Nuffield Early Language Intervention (NELI) in EYFS designed to overcome language difficulties in 4 to 5 year olds.</p>	<p>Oral Language interventions off very high impact based on extensive evidence: Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 7</p>

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

Budgeted cost: **£253,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. This program is called NELI.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Oral Language Intervention gives very high impact based on extensive evidence (EEF) offering +6 months impact.</p>	1, 7
<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 Aut2, Spr2 and Sum1.</p> <p>Target year 2 children and provide additional 'Rapid Catch-Up' if they did not pass the y1 phonics in Aut2.</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>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</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"> • Small group tuition Toolkit Strand Education Endowment Foundation EEF 	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: Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</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>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	3

<p>Teaching Assistant Led Intervention Support for SEND pupils (<i>1hr per class per day</i>)</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>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</u></p>	<p>2, 3, 4, 5</p>
<p>Speech Therapy support to children.</p>	<p>Individualised instruction and 1:1 tuition offer high impact based on extensive evidence provided by EEF, offering a potential +4 months impact.</p> <p><u>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</u></p>	<p>1, 2, 7</p>

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

Budgeted cost: **£97,500**

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 Assistant 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. Arbury 'Starting School' reading book – Annual print cost	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 half-termly. Monitoring of barrier to learning and planned actions by Assistant 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.) 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 2024/25: £378,150

Pupil premium strategy outcomes for 2023/24

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>An increase in a child's 'Language Screen' Standard Score shows that their language skills have improved relative to other children of the same age.</p> <p>A change in a child's 'Language Screen' Standard Score of 5 points or more indicates that there <u>has probably been a meaningful change in their language skills.</u></p> <p>Of the 6 assessed children, an average of 11.2 points progress was made during the intervention. Pre and post assessments were carried out in October 2023 and June 2024.</p>
Improved reading and phonics attainment among disadvantaged pupils in EY/Y1.	Reading outcomes in 2023/24 show that more than 70% of disadvantaged pupils met the expected standard in reading and phonics.	<p>Out of the 22 PP pupils in EYFS, 14 (64%) attained the expected standard in Reading.</p> <p>13/22 of PP children attained GLD (59%) (2023/24 GLD national average for children entitled to FSM = 51.5%)</p> <p>The % of PP children in year 1 passing the phonics screening check was 83.3% (Exceeding the non PP group, which was 77.3%. The pass percentage of the cohort of 40 children averaged 80%).</p> <p>2/4 (50%) children entitled to PP funding passed when retaking the phonics screening check in Y2. The 2 children who did not pass are also on the SEND register.</p>
Improved attainment among disadvantaged pupils in year 6.	Outcomes in 2023/24 show that more than 70% of disadvantaged pupils met the expected standard in reading and Maths and 65% in Writing.	<p>2024 KS2 SATs outcomes for PP children: Reading 65% (62% Nat.) / Writing 57% (58% Nat.) / GPS 61% / Maths 70% (59% Nat.)</p> <p>Combined PP outcomes in 2024 = 48% (46% 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 22% / Average scaled score for reading: 102</p> <p>Greater Depth for PP children in GPS 26% / Average scaled score for GPS 102</p> <p>Greater Depth for Maths for PP children 26% / Average scaled score for maths 103.</p> <p>There was a large crossover in this cohort of children with SEN and PP. The 2024 KS2 SATs outcomes for PP No SEN are as follows: Reading 88% / Writing 77% / GPS 82%/ Maths 77% / Combined 65%.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent / carer surveys and teacher observations 	<p>The 2023 (November) Health Related Behaviour Survey for Y5/6 (HRBS).</p> <p>Key findings:</p> <ul style="list-style-type: none"> 40% (compared with 31% average for Cambridgeshire Primary) of pupils had a high self-esteem score. 81% (compared with 62% average for Cambridgeshire Primary) of pupils responded that their teachers <u>do</u> listen to them. 93% (compared with 84% average for Cambridgeshire Primary) agreed their work is marked so that they can see how to improve it. 98% (compared with 89% average for Cambridgeshire Primary) of pupils responded that their school has clear rules about bullying, while 94% (76%) said that their school always does something if bullying happens. 64% (compared with 51% average for Cambridgeshire Primary) pupils feel that their views and opinions are listened to in school. 0% (compared with 8% average for Cambridgeshire Primary) disagreed that the school cares whether they are happy or not.

	<ul style="list-style-type: none"> • a significant increase in stamina and resilience • a significant increase in participation in enrichment activities (trips, clubs, lunchtime provision). Priority places for PP children. • effective, targeted support for vulnerable families and individual pupils (Therapeutic support - Blue Smile / Family support - Red Hen) • increased attendance of disadvantaged children 	<p>The 2024 Questionnaire to children in Y2 to Y6 key findings:</p> <ul style="list-style-type: none"> • 97% enjoy school • 99% say teachers help them to do their best • 94% say teachers give them work which challenges them • 96% enjoy learning • 94% say other children behave well • 96% say children look after physical health • 85% take part in school activities outside lessons • 98% say school encourages them to respect those from other backgrounds • 94% feel safe when at school • 94% have an adult they can go to if they are worried <p>Observations in Autumn term demonstrated children maintaining concentration and effort in their learning consistently throughout the sessions.</p> <p>PP representation Clubs and Booster Groups:</p> <p><u>Key Stage 1 Clubs/Interventions</u> Year 1 basketball 40% PP Year 1 sport & Spell 100% PP Year 2 basketball 35% PP Year 2 football 30% PP</p> <p><u>Lower KS2 Clubs</u> Year 4, 5 & 6 choir 42.4% Year 3 floorball 22.2% PP Year 3 Tennis 29.1% PP Year 4 basketball/tennis 45% PP</p> <p><u>Upper KS2 Clubs/Interventions</u> Year 5 archery group 1 - 44.1% Year 5 archery group 2 - 33.3% Year 5 basketball club - 43.4% Year 5 Samba club - 46.6% Year 6 archery group 1 - 26.6% Year 6 archery group 2 - 20.0% Year 6 booster maths (invited children to support reaching ARE in maths) 57.1% Year 6 creative writing 11.1% (invited children to support greater depth in writing) Year 6 football club 37.5%</p> <p>School council membership 2023/24 – 25% PP representation Eco-committee – 43% PP representation Reading Ambassadors – 28% PP representation Very Well Done Book 20/57 entries involving PP children (35%)</p> <p>During 2023/24, Blue Smile supported 29 children were supported, of which 18 (62%) were PP. During 2023/24, 22/23 (96%) of children receiving Red Hen support were PP</p> <p>In June 2024, the PP attendance was 92.7%, 1.9% below non-PP attendance of 94.6%. In June 2023, the PP attendance gap was 2.0%.</p>
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Externally provided programmes

Programme	Provider
PiRA, PUMA and GAPS standardised tests	Rising Stars / RS Assessment – Hodder Education
NELI (Nuffield Early Language Intervention)	DfE, EIklan, EEF evaluated
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