

# Pupil premium strategy statement – Arbury Primary School

This statement details our school's use of pupil premium (and recovery premium) for the 2022 to 2023 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 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	372
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	2022-23 to 2024-25
Date this statement was published	Dec 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Ben Tull - Headteacher
Pupil premium lead	Sophie Morris - Assistant Head
Governor lead	Renee Etienne - Governor lead

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£221,500 Est.
Recovery Premium funding allocation this academic year	£22,900 Est.
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£244,400 Est</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. 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
- 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>Language (Nuffield Early Language Intervention)</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 in 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 due to an increase in learning on screen when in remote learning and missed opportunities to improve writing during school closure.
5	<b>Gaps in Maths (Adjustments to White Rose / Gap Analysis from PUMA)</b> Internal assessments indicate that there are gaps in knowledge and understanding in Maths, especially where areas of the Maths curriculum were affected by school closure or covered during remote learning.
6	<b>Mental Health (Blue Smile / Red Hen)</b> Our surveys and observations indicate a negative impact on the mental health and well-being of children and families, especially following long periods of isolation from support networks.
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 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"><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 (and recovery premium funding) this academic year to address the challenges listed above.

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

Budgeted cost: **£27,500**

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>StoryTime Phonics.</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>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will release a teacher from KS1 and KS2 to participate in the Maths Reasoning Project and disseminate this within school through staff training.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><u><i>Maths guidance KS 1 and 2.pdf</i></u> (<a href="https://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p> <p><i>Very high impact based on extensive research (EEF) potential impact +6 months.</i></p> <p><u><i>Teaching and Learning Toolkit   EEF</i></u> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	5
<p>Continue to review the statements in Target Tracker 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><u><i>Teaching and Learning Toolkit   EEF</i></u> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	2, 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><u><i>Teaching and Learning Toolkit   EEF</i></u> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</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><u><i>Teaching and Learning Toolkit   EEF</i></u> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</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><u><i>Teaching and Learning Toolkit   EEF</i></u> <u><i>(educationendowmentfoundation.org.uk)</i></u></p> <p><i>Reading Comprehension Strategies offer very high impact based on extensive research (EEF), potential impact of +6 months.</i></p>	3
<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: <u>Teaching and Learning Toolkit   EEF</u></i> <u><i>(educationendowmentfoundation.org.uk)</i></u></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>Add StoryTime Phonics data areas to Target Tracker to replace ERR.</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></i> <u><i>(educationendowmentfoundation.org.uk)</i></u></p>	2
<p>Adopt the 'Seesaw' platform to strengthen home/school communication in the EYFS.</p>	<p>Parental engagement gives moderate impact of +4 months.</p> <p><u><i>Teaching and Learning Toolkit   EEF</i></u> <u><i>(educationendowmentfoundation.org.uk)</i></u></p>	2, 3, 4, 5, 7
<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: <u><i>Teaching and Learning Toolkit   EEF</i></u> <u><i>(educationendowmentfoundation.org.uk)</i></u></p>	1, 7

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

Budgeted cost: £168,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>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 (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Oral Language Intervention gives very high impact based on extensive evidence (EEF) offering +6 months impact.</p>	1
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Target Y1 children and provide additional support through the use of word key rings, class support and parent meetings. Use past phonics screening tests to complete phonics screening end of Aut2, Spr2 and Sum1.</p> <p>Target year 2 children and provide additional class support and key rings for home support 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 3 with additional phonics intervention. (7.5 hours a week)</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>Teaching and Learning Toolkit   EEF</u> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic whilst not impacting quality first teaching. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attaining pupils. Focus on end of KS2.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind; both one-to-one:</p> <ul style="list-style-type: none"> <li>One to one tuition   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</li> </ul> <p>And in small groups:</p> <ul style="list-style-type: none"> <li>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</li> </ul> <p>One to One tuition offers high impact based on moderate evidence, giving a potential +5 months progress; small group tuition gives a potential of +4 months impact.</p>	2, 5
<p>Weekly booster classes for Maths with a focus on Arithmetic.</p> <p>Target Y6 children additional support to meet the standards in Maths.</p>	<p>Small group tuition shows moderate impact based on evidence provided by EEF, offering a potential of +4 months impact.</p> <p><u>Teaching and Learning Toolkit   EEF</u> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	5

Teaching Assistant support enhances quality first teaching. ( <i>2hrs per class per day</i> )	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="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></u>	2, 3, 4, 5, 7
1:1 reading support (Including phonics) for the lowest attaining 20% of children in each class. ( <i>1hr per class per day</i> )	Reading Comprehension strategies offer very high impact based on extensive evidence provided by EEF, offering a potential +6 months impact.  <u><a href="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></u>	3
Teaching Assistant Led Intervention Support for SEND pupils ( <i>1hr per class per day</i> )	Feedback to pupils offers very high impact based on extensive evidence provided by EEF, offering a potential +6 months impact.  Teaching Assistant Interventions offer moderate impact based on evidence.  <u><a href="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></u>	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.  <u><a href="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></u>	1, 2, 7



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

Budgeted cost: **£84,500**

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 and additional outreach capacity. 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
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 2020/21: £280,750**

## Pupil premium strategy outcomes for 2021/22

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.	7/11 (64%) children progressed from 'clear concerns' to 'slight concerns', or 'slight concerns' to 'no concerns'  An increase in a child's 'LanguageScreen' Standard Score shows that their language skills have improved relative to other children of the same age. A change in a child's 'LanguageScreen' Standard Score of 5 points or more indicates that there has probably been a meaningful change in their language skills.  Of the 11 assessed children, an average of 6.3 points progress was made during the intervention.
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.	The % of PP children in year 1 passing the phonics screening check rose to 60% (75% of Non-SEN / PP children).
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.	2022 KS2 SATs outcomes for PP children: Reading 63% / Writing 52% / GPS 70% / Maths 63% (PP children with no SEND achieved: Reading 77% / Writing 77% / GPS 94% / Maths 77%)
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> <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>	<p>Nov 2021 Health Related Behaviour Survey (HRBS). 100 Y5/6 pupils participated in the survey. Key findings:</p> <ul style="list-style-type: none"> <li>43% (compared with 34% average for Cambridgeshire Primary) of pupils had a high self-esteem score.</li> <li>82% (69%) of pupils responded that their teachers <u>do</u> listen to them.</li> <li>88% (87%) agreed their work is marked so that they can see how to improve it.</li> <li>95% (92%) of pupils responded that their school has clear rules about bullying, while 91% (84%) said that their school always does something if bullying happens.</li> <li>81% (74%) of pupils agreed that their school encourages everyone to take part in decisions.</li> </ul> <p>Children (10/10 participating were PP) who had participated in the 'Artist in Residence – Inspire Nature' project at the Fitzwilliam Museum, reported:</p> <p><i>"It gave me a lot more confidence. This year I put myself forward for school council and was the first time and I won the election...I wouldn't have put myself forward. When I went to the project, I suddenly felt my confidence going up."</i></p> <p><i>"I became more confident. I learnt how to look at things in a unique way. I developed a bigger, more imaginative mind."</i></p> <p><i>"It taught me it was ok to make mistakes."</i></p> <p><i>"I became more confident and also less shy."</i></p> <p>Observations in Autumn term demonstrated children maintaining concentration and effort in their learning consistently throughout the sessions.</p> <p>Y3/4 football club - 40% PP. Y5/6 football club - 45% PP. Y1 art club - 26% PP. Y1 sport spelling club - 38% PP. Y6 running club - 43% PP. Y6 booster maths - 36% PP. School council membership – 37.5% PP. Eco-committee – 25% Reading Ambassadors – 28%</p> <p>During 2021/22, 11/18 (61%) of children receiving Blue Smile support were PP. During 2021/22, 18/23 (78%) of children receiving Red Hen support were PP</p> <p>In June 2021, the PP attendance was 93.5%, 3.3% below non-PP attendance of 96.8%. In November 2022, the PP attendance was 94.0%, 2.7% below non-PP attendance of 96.7%.</p>

## 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
StoryTime Phonics	Michelle Larbey
Maths Reasoning Project	Cambridgeshire Local Authority Maths Advisor Team
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