

# Pupil premium strategy statement



This **ONE COMMUNITY, LEARNING TOGETHER** statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Upper Arley C of E Primary School
Number of pupils in school	67
Proportion (%) of pupil premium eligible pupils	17.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 (2021 – 2024)
Date this statement was published	30 <sup>th</sup> September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	The Black Pear Trust
Pupil premium lead	Louise Low
Governor / Trustee lead	Lynne Morgan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14465
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£16465</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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**Part A: Pupil premium strategy plan**

**STATEMENT OF INTENT**

At Upper Arley C of E Primary School we recognise everyone as a child of God and through sharing this knowledge, we encourage all to grow in their learning so that everyone can achieve and flourish in all they do.

- We are ambitious for all our pupils and we aspire for them to reach their full potential.
- We know that quality first inclusive teaching improves outcomes for all children.
- We carefully analyse data to identify wellbeing and learning needs and any other barriers to learning.
- We provide focused support to ensure pupils move on from their individual starting points at a realistic pace.
- We know it is essential that children learn new skills and knowledge in a meaningful way, ensuring new material is built on secure foundations for independent and consistent application.
- We strive to involve parents in their child's education, this includes the importance of attending school every day.
- We have based our approach on the Education Endowment Foundation guide to supporting school planning, a tiered approach, and their pupil premium toolkit.

**CHALLENGES**

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

Challenge number	Detail of challenge
1- Communication and Language deprivation	Based on diagnostic assessment tools to assess pupils' language acquisition a significant proportion of pupils have been identified who enter school with high levels of language deprivation and weak oral and communication skills. Left unchallenged this would remain a barrier to learning.
2 – low progress and attainment for disadvantaged children in reading and writing	By the end of EYFS without systematic and robust phonics teaching the area of learning preventing children to achieve a good level of development is most likely reading and writing. The % of children of passing year 1 phonics is both below national and the expected standard of 95%.
3 Poor attendance	Attendance of disadvantaged pupils is below that of non-disadvantaged this gap has widened since the pandemic.

4- Personal and social skills	In some cases, children have lower levels of emotional literacy than their non disadvantaged peers.
5- Lack of wider experiences	In some cases, pupils lack the experiences that their non disadvantaged peers have had outside of school and as a result vocabulary can be less broad and children can lack context for their learning.

## 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
<ul style="list-style-type: none"> <li>Language acquisition is a high priority with the school and explicit strategies for extending vocabulary as well as language rich environment are consistently in place and are effectively.</li> <li>Careful selection of language is taught, including high frequency words in many different contexts</li> <li>Pupils expressive and receptive vocabulary is extended and well used to express their understanding and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>The proportion of children classed as having significant language delay has reduced.</li> <li>The number of children on the SEND register for speech and language is reduced from EYFS to KS1 and from KS1 to KS2</li> <li>Children have key strategies to decipher words</li> <li>Children utilise increasingly ambitious vocabulary in conversation in writing</li> <li>Children have a better understanding of language which results in an improvement in educational outcomes</li> </ul>
<ul style="list-style-type: none"> <li>The gap between the attainment of disadvantaged and non-disadvantaged learners reaching the phonics screening standard and good level of development is narrowed.</li> <li>Children are increasingly able to apply their knowledge of graphemes to their early writing enabling them to achieve early learning goals and narrow the gap between their non disadvantaged peers.</li> </ul>	<ul style="list-style-type: none"> <li>All staff have an understanding of a systematic approach to the teaching of phonics and deliver effective provision every day</li> <li>The teaching of reading is high priority across the school and all staff feel confident in planning appropriate provision to narrow gaps.</li> </ul>
<ul style="list-style-type: none"> <li>Children will have a broad vocabulary and can link learning to context</li> <li>Children can utilise widening experiences to support writing and other curriculum learning</li> <li>Children develop skills which support positive learning behaviours such as resilience, risk taking, communication and cooperation.</li> </ul>	<ul style="list-style-type: none"> <li>The proportion of children reaching ARE increases at the end of each key stage.</li> <li>Children have wider experiences to draw on resulting in greater creativity and clarity in their work</li> </ul>
<ul style="list-style-type: none"> <li>Children are better able to self-regulate their emotions</li> <li>Children are able to use appropriate language to discuss their emotions.</li> </ul>	<ul style="list-style-type: none"> <li>The number of behaviour incidents for pupils have reduced</li> </ul>

	<ul style="list-style-type: none"> <li>• The number of pupils consistently demonstrating positive behaviour has increased.</li> </ul>
<ul style="list-style-type: none"> <li>• Attendance for all pupils increases and is line with national</li> <li>• There is no gap in attendance between disadvantaged and non-disadvantaged</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies are effective in raising attendance for the most vulnerable learners</li> <li>• Pupils and parents have a positive attitude to school and are keen to attend</li> <li>• Parents understand the importance of good attendance.</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: £ 8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop high quality first teaching focused on language development, reading and writing.</p> <ul style="list-style-type: none"> <li>• RWI training and coaching to deliver phonics effectively. Provided by RWI consultant</li> <li>• Trust inclusion manager to work alongside head to effectively analyse language data and implement key actions</li> <li>• Reading lead to embed phonics approach and extra phonics sessions to fill gaps</li> <li>• Reading lead to drive the development of whole school reading</li> <li>• Trust EYFS leader to deliver training on new framework</li> <li>• Writing to lead to the development of the teaching of writing</li> <li>• Coaching for Early Career Teachers by Trust lead for newly qualified teachers.</li> </ul>	<p>Quality first teaching for all EEF toolkit feedback +8, mastery +5, metacognition +7</p>	<p>2</p>
<p>Embed new behaviour policy and restorative justice through staff training</p>	<p>Trauma informed schools UK: Increasing numbers of children are presenting with mental health difficulties and high</p>	<p>4</p>

	Adverse Childhood Experiences (ACE) scores impacting on future life chances, mental and physical health and progress and attainment. Trauma halts the capacity to learn. Multiple adverse childhood experiences disrupt neural development and impair 1 & 2 5 social, emotional and cognitive development. Neural pathways are needed for empathy, reflection and the ability to concentrate and learn.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed regular focused pupil progress meetings from EYFS to Y6 to identify barriers to learning and ensure these are addressed through</p> <ul style="list-style-type: none"> <li>• Group tuition (focused national tutoring programme)</li> <li>• Additional and targeted phonics teaching</li> <li>• Attendance support plans</li> <li>• Short and specific interventions</li> </ul> <p>TA training ensures interventions are taught effectively</p>	<p>Staff training, coaching and quality assurance to deliver high quality evidence-based intervention targeted at need EEF toolkit language interventions +5, reading comprehension +6, small group tuition +4, behaviour +3</p> <p>Early Years interventions EEF toolkit +6</p>	1,2

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

Budgeted cost: £ 2945

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance &amp; punctuality &amp; decrease persistent absence:</p> <ul style="list-style-type: none"> <li>• Produce accessible parent information on the impact of poor attendance</li> <li>• Incentives and reward schemes (Attendance Policy)</li> <li>• Tight procedures and monitoring systems</li> <li>• Increased focus on EYFS &amp; Y1</li> </ul>	<p>Addressing any attendance concerns is a key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.</p> <p>By informing parents regularly about attendance you can raise awareness of the implications of poor attendance and pre-empt possible attendance issues.</p> <p>The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year.</p>	3
<p>Provide the opportunity for children to take part in OAA activities.</p> <p>All children to have the opportunity to experience a range of trips</p>	<p>There is an essential need for adventure and challenge in the education of young people. In addition, when children participate in OAA they will be consolidating other areas of PE such as developing motor skills, confidence and competence in the outdoor environment as well as both mental and physical challenges</p>	4
<p>Forest school</p>	<p>Forest Schools make a difference in the following ways:</p> <p><b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence</p>	3

	<p><b>Social skills:</b> children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p><b>Communication:</b> language development was prompted by the children’s sensory experiences</p> <p><b>Motivation:</b> the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p><b>Physical skills:</b> these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p><b>Knowledge and understanding:</b> the children developed an interest in the natural surroundings and respect for the environment</p>	
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**Total budgeted cost: £ 16795**

**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 2021 to 2022 academic year.

- Staff training and coaching in the Introduction of systematic phonics programme enabled high expectations in developing fluency in reading in EYFS and KS1. The children were regularly assessed, and progress monitored. This enabled a swift response to those children who needed additional support, for example through delivering 1:1 intervention.
- Use of Accelerated Reader allowed more precise tracking of children in KS2 and ensured that the lowest 20% were identified and targeted interventions put in place to enable progress.



- The Academic Mentor and Tutor were used effectively to deliver targeted support for identified children. Initially priority was given to Year 6 in preparation for statutory assessments.
- Coaching put in place for ECT and NQT with regular visits and support from mentor to develop subject knowledge, improvements in practice and the promotion of high standards.
- All children were offered weekly Forest School sessions to enhance their learning and provide opportunities to grow and develop through outdoor education. This learning was developed further across the Trust with the STEM project working in collaboration with Arley Arboretum with the theme of Sustainability. This helped develop learning beyond the classroom.
- PP funds have been allocated to support wider classroom experiences such as educational visits and experiences.
- Phonics data indicates progress in all year groups.
- Regular analysis of behaviour, pupil and staff voice, as well as the support of a behaviour specialist has enabled a positive impact on pupil engagement in learning.

Phonics data 2021-2022

Phonics Screening Year 2 autumn 2021 – 100%

Phonics Screening Year 1 spring 2022 – 100%

EYFS – 82% GLD

## 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
	N/A

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

**FURTHER INFORMATION (OPTIONAL)**