

Pupil premium strategy statement



This **ONE COMMUNITY, LEARNING TOGETHER** statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	63
Proportion (%) of pupil premium eligible pupils	12.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 (2021 - 2024)
Date this statement was published	1 st September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	The Black Pear Trust
Pupil premium lead	Tom Harris / Matt Modley
Governor / Trustee lead	Paul Shoesmith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13095
Recovery premium funding allocation this academic year	£1305
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£14410</p>
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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
<p>1- Communication and Language deprivation</p>	<p>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.</p>
<p>2 - Low progress and attainment for disadvantaged children in reading and writing</p>	<p>Statutory summative data in KS1 are significantly below national. In reading, writing and maths. Statutory summative data in KS2 are below national in reading, writing and maths. Percentages of children achieving combined age-related expectations in reading, writing and maths are below national in KS1 and KS2.</p>

	Percentages of children achieving greater depth in reading, writing and maths are below national KS1 and KS2.
3-Poor attendance	Attendance of disadvantaged children is below that of non-disadvantaged and this gap has widened since the pandemic. Although school attendance is broadly in line with national, it still remained low for the last academic year. Persistent absence rates are higher than the national statistics. Improving attendance will be a priority area this year and will be based on the DFE Improving Attendance information. As the policy is now implemented, we will be embedding strategies from this document to improve attendance and closely monitor the attendance of our vulnerable learners across the school.
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"> Language acquisition is a high priority with the school and explicit strategies for extending vocabulary as well as a language rich environment are consistently in place and are effective. Pupils expressive and receptive vocabulary is extended and well used to express their understanding and opinions. Pupils demonstrate breadth in their language use and depth in the context they are applying it to. Adult-child interaction is effective in EYFS throughout the school. 	<ul style="list-style-type: none"> The proportion of children classed as having significant language delay has reduced. The number of children on the SEND register for speech and language is reduced from EYFS to KS1 and from KS1 to KS2 Children have key strategies to decipher words Children utilise increasingly ambitious vocabulary in conversation and writing Children have a better understanding of language which results in an improvement in educational outcomes
<ul style="list-style-type: none"> The gap between the attainment of disadvantaged and non-disadvantaged learners reaching the phonics screening standard and good level of development is narrowed. 	<ul style="list-style-type: none"> All staff (including ECT and RQT) have a clear understanding of a systematic approach to the teaching of phonics and this is delivered effectively with fidelity. The reading leader monitors quality first teaching of reading effectively

<ul style="list-style-type: none"> • 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. • At the end of KS1/2 disadvantaged children are reading with increased fluency and the gap between PP and non-PP is closed 	<p>across the school and provides coaching opportunities to improve the outcomes of the disadvantaged children.</p> <ul style="list-style-type: none"> • The reading leader works in collaboration with the trust reading leaders to ensure high provision of phonics. • The teaching of reading is high priority across the school and impacts on all curriculum areas and improved outcomes for pupils across the curriculum. • A higher percentage of disadvantaged pupils reading more fluently, will impact on a higher percentage of pupils achieving age related expectations in reading and writing.
<ul style="list-style-type: none"> • Children will have a broad vocabulary and can link learning to context • Children can utilise widening experiences to support writing and other curriculum learning • Children develop skills which support positive learning behaviours such as resilience, risk taking, communication and cooperation. 	<ul style="list-style-type: none"> • The proportion of children reaching ARE increases at the end of each key stage. • Children are able to articulate with confidence how they are able to use resilience and perseverance with reference to the learning superpowers • Children have wider experiences to draw on resulting in greater creativity and clarity in their work • The visible consistencies are used to reward high expectations for learning behaviours and routines.
<ul style="list-style-type: none"> • Children are better able to self-regulate their emotions • Children are able to use appropriate language to discuss their emotions. 	<ul style="list-style-type: none"> • The number of behaviour incidents for pupils have reduced • The number of pupils consistently demonstrating positive behaviour has increased.
<ul style="list-style-type: none"> • Attendance for all pupils increases and is line with national • There is no gap in attendance between disadvantaged and non-disadvantaged 	<ul style="list-style-type: none"> • Strategies are effective in raising attendance for the most vulnerable learners • Pupils and parents have a positive attitude to school and are keen to attend • Parents and governors have a good understanding of the importance of good attendance and the impact

	<p>on a child's attainment and outcomes.</p> <ul style="list-style-type: none">• Policies and procedures are embedded across the school.• Attendance officers across the trust meet regularly for quality assurance.• Attendance officer monitors and implements trust policies e.g. contracting meetings, rewards, letters to close the gap in-line with national
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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: £ 8000

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"> • RWI training and coaching to deliver phonics effectively. Provided by RWI consultant • Trust team to work alongside the headteacher to effectively analyse language data and implement key actions • Reading lead to monitor, coach and review the phonics approach • Reading lead to drive the development of whole school reading • Trust EYFS leader to deliver bespoke CPD on EYFS practice • Writing CPD is completed to upskill teachers in the planning and delivery of writing • Coaching in place to support Early Career Teachers (ECTs and RQTs) by Trust lead for newly qualified teachers • Teaching assistants deployed to ensure matched learning opportunities are maximised to promote accelerated progress for all learners. 	<p>Quality first teaching for all EEF toolkit feedback +8, mastery +5, metacognition +7</p>	<p>2</p>
<p>Embed updated 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 Adverse Childhood Experiences (ACE) scores impacting on future life chances, mental and physical health and</p>	<p>4</p>

	<p>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.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3650

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"> • Group tuition • Additional and targeted phonics teaching • Attendance support plans • Short and specific interventions <p>Children have been identified in KS2 who have fallen behind from their previous statutory assessment point.</p> <p>Targeted intervention for identified children who have fallen behind or who have experienced missed learning across the school</p> <p>TA deployment is targeted to maximise in the moment interventions and structured interventions.</p> <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 Early Years interventions EEF toolkit +6</p> <p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and</p>	<p>1,2</p>

<p>Accelerated Reader purchased to raise attainment in KS2 reading</p>	<p>teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>Accelerated Reader “the project found a positive impact on all pupils of an additional three months’ progress over the course of an academic year. The results also suggested that AR was particularly beneficial for children eligible for free school meals, with these pupils making an additional five months’ progress”</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance & punctuality & decrease persistent absence:</p> <ul style="list-style-type: none"> • Produce accessible parent information on the impact of poor attendance through the newsletter and school website • Incentives and rewards are in place for good attendance and shared with the whole school community. • Embed the procedures and monitoring systems in-line with the attendance policy • Increased focus on EYFS & Y1 to communicate to parents the importance of good attendance. 	<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</p>	<p>3</p>

	<p>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>	
<p>All teachers plan opportunities for all classes to participate in high quality experiences beyond the classroom to develop cultural capital</p> <p>Extra-curricular activities are planned and offered to all children- vulnerable children will be encouraged to attend.</p> <p>School Subsidises trips and residential trips for disadvantaged pupils.</p> <p>Outdoor learning is woven throughout the curriculum to ensure conscious connections within learning are maximised.</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> <p>The EEF toolkit suggest: “studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.”</p>	4

<p>Experienced trained Forest School Leaders used to promote the love of the outdoors, develop resilience and team building skills.</p>	<p>Forest Schools make a difference in the following ways:</p> <p>Confidence: children had the freedom, time and space to learn and demonstrate independence</p> <p>Social skills: 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>Communication: language development was prompted by the children’s sensory experiences</p> <p>Motivation: 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>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p>	<p>3</p>
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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 2022 to 2023 academic year.

Low progress and attainment for disadvantaged in Reading and Writing

Mentoring 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 was 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 with regular visits and support from mentor to develop subject knowledge, improvements in practice and the promotion of high standards.

Mentoring and coaching in the development of systematic phonics programme was completed by the Reading Lead to ensure that there is fidelity to the programme.

Pupil Premium Whole School Progress

Reading progress- 78% of children in Reading have made expected progress.

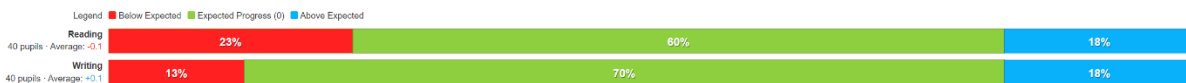
Writing progress- 89% of children in Writing have made expected progress.



Non-Pupil Premium Whole School Progress

Reading progress- 78% of non-PP children have made expected or more progress.

Writing progress- 78% of non-PP children have made expected or more progress.

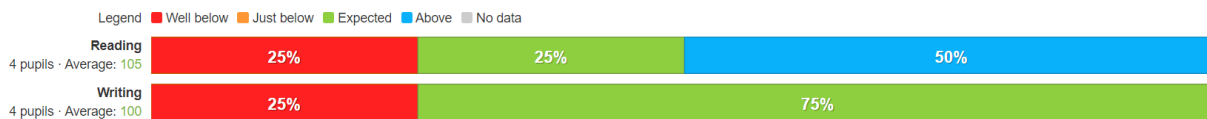


Reading progress for PP and Non-PP is in line. Writing data between PP and Non-PP shows that the gap is closing. Further development for consistency is needed.

KS2 Pupil Premium SATS Attainment

Reading- 75% of pupil premium children in Year 6 gained the expected or higher standard in KS2 SATs (broadly in-line with non-PPG - 67%).

Writing- Following successful Trust moderation, 75% of the pupil premium children in Year 6 gained the expected standard (above non-PPG - 50%).



Poor attendance

Disadvantaged pupils were prioritised for a free breakfast on arrival at school. These children were more settled in school and emotionally self-regulated and more able to access their learning. We have been flexible with our parents and if they are struggling to bring their child to school due to family circumstances, e.g. sickness, we will endeavour to support these families and ensure their child is able to attend. They have now been arriving at school with their peers punctually and be in lessons on time.

Due to whole school focus on improving attendance following the implementation of 'working together to improve school attendance', procedures have been implemented to focus on improving attendance. The Attendance officer has completed fortnightly attendance checks that included identifying children that have fallen into the persistently absent category (below 90%). This involved the use of letters to parents and contracting meetings; children with improving attendance were rewarded with letters home. The attendance officer and office staff have worked closely with the GRT team for WCC and this has led to improved attendance and relationships.

Attendance monitoring and actions have resulted in a decrease in persistent absence by 12% and an increase of 2.2% for whole school attendance.

All staff have taken responsibility for improving attendance for their cohort and personally phoned home or met with parents to encourage good attendance and punctuality for their class.

	Autumn 2022-23	Spring- Summer 2022-23
Persistent Absence	33.3%	21.3%
Whole school attendance	91.5%	93.7%

Personal and social skills

Whole school behaviour strategies and relationships were developed further to ensure that children's behaviour incidents were lessened. Time was spent on CPD with staff to ensure that a robust behaviour policy was in place. This allowed for a calm and focused work environment across the whole-school. Suspensions and red incidents were lowered from the Autumn term into the Spring/Summer term.

	Autumn 2022-23	Spring 2022-23	Summer 2022-23
Red Incidents	14	5	6

Suspensions	5	3	0
<p>Lack of wider experiences</p> <p>Attended 25 sporting events including Y3/4 tag rugby, primary swimming gala, Y5/6 tennis and Boccia</p> <p>All children in the school (apart from 4) attended a sports event across the academic year.</p> <p>All children were offered weekly Forest School sessions to enhance their learning and provide opportunities to grow and develop through outdoor education. This helped develop learning beyond the classroom.</p> <p>PP funds have been allocated to support wider classroom experiences such as educational visits and experiences. 9 year six children had the opportunity to go on a residential trip (subsidised or fully-funded) with other children in the Black Pear Trust. The focus of this residential was for them to experience a variety of outdoor and adventurous activities and enjoy working together as a team. They also, had the chance to complete some of the Geography objectives of the school's Geography curriculum. The children in Year six became responsible citizens and took part in the Young Citizen's Challenge and also attended a trip to Weston-Super-Mare alongside St George's. Falcons Class attended Bishop's Wood in-line with the Anglo-Saxon topic. Swifts attended Redditch 'Gotta sing' and performed on stage alongside other schools. The children also completed carol singing at Arely Arboretum. Owls went on a trip to Dudley Zoo and also Bewdley Museum as part of their topic.</p>			

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)

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