

Pupil premium strategy statement – Upper Arley C of E Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	62
Proportion (%) of pupil premium eligible pupils	9.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 (2021 – 2025) [4 th year of plan]
Date this statement was published	1 st September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	The Black Pear Trust
Pupil premium lead	Tom Harris
Governor / Trustee lead	Paul Shoesmith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,020
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£14,020

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

Challenges

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

Challenge number	Detail of challenge																								
Pupil premium children underperform their non-pupil premium peers.	<p>Although pupil premium figures are inconsistent between cohorts and therefore have differing impacts on the proportional make-up of the school, there is evidence of pupil premium children underperforming their peers at statutory data points.</p> <p>This is particularly evident in Early Years despite the school's data being significantly above national. Over the past three years, there has only been one pupil premium child in each cohort; however, none of these have achieved GLD. This is in stark contrast to their non-pupil premium peers.</p> <p>2023/24</p> <table border="1"> <tr> <td>Pupil Premium</td> <td>1 pupil</td> <td>Average: Not GLD</td> <td>100%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>9 pupils</td> <td>Average: GLD</td> <td>11%</td> </tr> </table> <p>2022/23</p> <table border="1"> <tr> <td>Pupil Premium</td> <td>1 pupil</td> <td>Average: Not GLD</td> <td>100%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>7 pupils</td> <td>Average: GLD</td> <td>100%</td> </tr> </table> <p>2021/22</p> <table border="1"> <tr> <td>Pupil Premium</td> <td>1 pupil</td> <td>Average: Not GLD</td> <td>100%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>8 pupils</td> <td>Average: GLD</td> <td>13%</td> </tr> </table>	Pupil Premium	1 pupil	Average: Not GLD	100%	Not Pupil Premium	9 pupils	Average: GLD	11%	Pupil Premium	1 pupil	Average: Not GLD	100%	Not Pupil Premium	7 pupils	Average: GLD	100%	Pupil Premium	1 pupil	Average: Not GLD	100%	Not Pupil Premium	8 pupils	Average: GLD	13%
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Attendance	Attendance of disadvantaged children is below that of non-disadvantaged (PP=92.26% and Non-PP=94.49%). Although school attendance is broadly in line with national, it remained lower than expected for the last academic year (93.8%).																								

	Persistent absence rates for Pupil Premium (25.0%) are higher than the national statistics and significantly higher than their Non Pupil Premium peers (13.64%). 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.
Personal and social skills	In some cases, children have lower levels of emotional literacy than their non-disadvantaged peers.
Limited Wider Experiences	In some cases, pupils lack the experiences that their non-disadvantaged peers may have had outside of school and as a result vocabulary may be less broad and children may 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
<p>The gap between attainment of disadvantaged and non-disadvantaged learners achieving GLD narrows and closes.</p> <p>Children are increasingly able to apply their knowledge of graphemes to their early writing enabling them to continue to achieve the early writing goal and the gap between disadvantaged and non-disadvantaged gap continue to be comparable.</p> <p>At the end of KS1 disadvantaged children are reading with increased fluency and the gap between PP and non-PP is closed.</p>	<p>All staff have a clear understanding of a systematic approach to the teaching of phonics and this is delivered effectively with fidelity.</p> <p>Leaders monitor quality first teaching across the school and provide coaching opportunities to improve the outcomes of the disadvantaged children.</p> <p>The reading leader works in collaboration with the trust reading leaders to ensure high provision of phonics.</p> <p>The teaching of reading is high priority across the school and impacts on all curriculum areas and improved outcomes for pupils across the curriculum.</p> <p>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.</p>
<p>Attendance for all children increases and is at or above our target of 96%.</p> <p>There is no gap in attendance between disadvantaged and non-disadvantaged.</p>	<p>Strategies are effective in raising attendance for our most vulnerable learners.</p> <p>Pupils and parents have a positive attitude to school and are keen to attend.</p>

<p>Strategies from the DFE Attendance Documents are used by all stakeholders to improve attendance across the school.</p>	<p>Parents and governors have a good understanding of the importance of good attendance and the impact on a child's attainment and outcomes.</p> <p>Policies and procedures are embedded across the school.</p> <p>Attendance officers across the trust meet regularly for quality assurance.</p> <p>Attendance officer monitors and implements trust policies e.g. contracting meetings, rewards, letters to close the gap in-line with national.</p>
<p>Children will have a broad vocabulary and can link learning to context and make connections across the curriculum.</p> <p>Children can utilise wider experiences and our cultural capital offer to support writing and other curriculum learning.</p> <p>Children develop skills which develop positive learning behaviours such as risk taking, communication, resilience and co-operation</p>	<p>The number of children reaching ARE increases at the end of each Key Stage.</p> <p>Children have wider experiences to draw upon resulting in greater creativity and clarity in their work.</p> <p>Children are able to articulate with confidence how they are able to use resilience and perseverance in their learning making reference to the learning superheroes.</p> <p>The visible consistencies are used to reward high expectations for learning behaviours and routines.</p>
<p>Children can understand their feelings and are able to regulate themselves using appropriate vocabulary.</p>	<p>The number of red behaviour logs for pupils has reduced.</p> <p>The number of pupils consistently demonstrating positive behaviour has risen.</p> <p>Planned and incidental opportunities to talk about the language of feelings enables children to recognise their emotions and self-regulate.</p> <p>Children are able to talk and name key feelings with and without adult support.</p> <p>Children demonstrate high levels of self-control and respect for each other.</p> <p>Pupils consistently persevere when then encounter difficulty.</p>

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: £8,267

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early Reading and Writing New staff and new Reading Leader to RWI receive high quality RWInc training and all staff will regularly receive coaching to deliver phonics effectively delivered by Regional Trainer and reading lead.</p> <p>Staff coaching programme implemented to ensure fidelity to the systematic teaching of reading which is supported through regular practice of skills and resources.</p> <p>Support for parents-face to face and online to support children's reading at home through parent workshops and resources on the RWInc portal - delivered by all staff and overseen by the Phonics Lead and English Lead.</p> <p>Delivery of a robust programme of CPD for the teaching of reading for all staff which is guided by the DFE Reading framework. -Delivered by the Phonics lead and English lead.</p> <p>Early Identification of children falling behind their peers through regular assessment (NFER/Accelerated Reader/phonics assessments) will ensure that effective provision can be put in place and impact measured-Delivered by all staff and monitored by the Inclusion Manager.</p> <p>Newly and recently qualified staff teachers alongside new teaching assistants receive ongoing coaching and mentoring to improve subject knowledge and pedagogical practice-Delivered by Deputy Heads.</p>	<p>EEF Toolkit Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p> <p>EEF Parental Engagement Key Findings:</p> <p>1. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>Pupil premium children underperform their non-pupil premium peers.</p>

<p>Nursery manager to work collaboratively across the trust to share quality EYFS provision based on the EYFS framework.</p> <p>KS1 leader to embed phonics approach and extra phonics sessions to fill gaps.</p> <p>School Led interventions will be implemented to target vulnerable learners for phonics, reading, writing and maths.</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £4,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led interventions for 1-to-1 and small groups of children, has been implemented from September with targeted intervention within school and after school for reading, writing and maths.</p> <p>Children have been identified in KS2 who have fallen behind from their previous statutory assessment point. Targeted intervention for identified children who have fallen behind or who have experienced missed learning across the school (due to staffing absence, high levels of SEND, poor attendance)</p> <p>Purchase of:</p> <ul style="list-style-type: none"> • Language Link intervention • Narrative • Listening project • Phonics- RWInc • Fluency-reading • Comprehension X-Expert Tips • Accelerated Reader • Early Years Concepts baseline • White Rose Maths • Times table Rockstars • Test Base • Kapow for PSHE 	<p>Disruptions caused by the COVID-19 pandemic have resulted in significant missed education by pupils. Disadvantaged and vulnerable pupils have been particularly impacted. Tutoring is one of the most effective tools for helping pupils recover lost education and many pupils have already benefited this year from the National Tutoring Programme (NTP).</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 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</p>	<p>Pupil premium children underperform their non-pupil premium peers.</p>

	making an additional five months' progress"	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,672

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Attendance officer has tight procedures and monitoring systems in place for attendance and identifies pupils whose attendance falls below 96%. All staff monitor children's attendance and contact pupil's parents and carers following first day calling. School produces accessible parent information on the impact of poor attendance through newsletter, social media and the school website. Breakfast club and mini bus pick up improves attendance and punctuality for our disadvantaged pupils. After school provision is in place that gives vulnerable children a secure environment and enables working parents childcare provision. Incentives and rewards are in place for good attendance and shared with the whole school community. Increased focus on EYFS & Y1 to communicate to parents the importance of good attendance.</p>	<p>The Key: Higher overall absence leads to lower attainment at KS2 and KS4. There's a clear link between poor attendance and lower academic achievement Pupils with persistent absence are less likely to stay in education.</p> <p>EEF: With clear links between attendance, attainment and behaviour, and in the context of increased levels of absence since the COVID-19 pandemic, attendance is a challenge and priority for schools up and down the country. Improving attendance is a multifaceted mission, requiring different approaches in different contexts. Build a holistic understanding of pupils and families, and diagnose specific needs. Build a culture of community and belonging for all pupils Communicate effectively with families Improve universal provision for all pupils Deliver targeted interventions to supplement universal provision Monitor the impact of approaches</p>	Attendance
<p>Wider School Experiences due to limitations All teachers plan opportunities for all classes to participate in high quality experiences beyond the classroom to develop cultural capital- educational visits and visitors to school. Extra-curricular activities are planned and offered to all children- vulnerable children will be encouraged to attend. School Subsidises trips and residential trips for disadvantaged pupils.</p>	<p>Ofsted promotes cultural capital for all pupils to improve their outcomes.</p> <p>The EEF toolkit suggest: "studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in ad venture learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence."</p>	Limited Wider Experiences

<p>School to purchase specialist equipment or clothing for trips and residential.</p> <p>Experienced trained Forest School Leader used to promote the love of the outdoors, develop resilience and team building skills.</p> <p>Development of the School-Church Partnership to develop community links and community impact.</p>		
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Total budgeted cost: £18,789

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1- Communication and Language deprivation

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. Ofsted (February 2024) stated, 'The planned curriculum in all subjects is ambitious. Subject leaders have sequenced the knowledge, skills and vocabulary that they want pupils to know and when.'

Children have key strategies to decipher new words through a fidelity to the RWI phonics programme and KS2 Reading offer; this has been noted through Ofsted. Regular coaching and trust monitoring ensure that gaps are addressed. Children apply this knowledge to the wider curriculum. This skill is built up using the expert tips in KS2 where the children learn how to explore vocabulary. The number of children passing the phonics screening check has continued to be above national and is 100% in 2023-24.

Children can utilise increasingly ambitious vocabulary in reading and writing. This has shown through subject monitoring where vocabulary has been a focus in planning and learning across the curriculum. Children have a better understanding of language which results in an improvement in educational outcomes. The proportion of children reaching ARE has increased at the end of each key stage. For example, in KS2, those achieving the expected standard or above in Reading was 75% which is above national. In KS1, those achieving the expected standard or above is 90%, which is a positive 57% improvement from the previous academic year.

Bespoke planning has been used in foundation planning (such as the Frayer Diagram or Word Wizard). Learning environments have shown that the learning environment is rich in vocabulary as working walls and teaching resources. Pupils expressive and receptive vocabulary is extended and well used to express their understanding and opinions. Monitoring suggests that pupils demonstrate a developing breadth in their language use and depth in the context they are applying it to.

Children have a better understanding in their knowledge of language, which results in an improvement in educational outcomes and play. Through effective CPD and professional meetings effective interactions have been developed. For example, through monitoring, new staff understand and are exploring and applying strategies for served and returned talk, shared and sustained thinking and the ShREC approach. Reception children can use their newly acquired language to access their continuous provision effectively. 80% of the reception children have developed their own self-regulation using effective vocabulary so that they can express themselves. Therefore, overall behaviour is good.

Staff have utilised the baseline assessment for language and concepts to ensure that there is sharp focus on children's development across the early year's curriculum. Language link has baselined all children in the EYFS curriculum, so that gaps with vocabulary are identified and appropriate intervention is put in place. If appropriate, referrals have been put in place in a timely manner.

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 SEND- Language link data

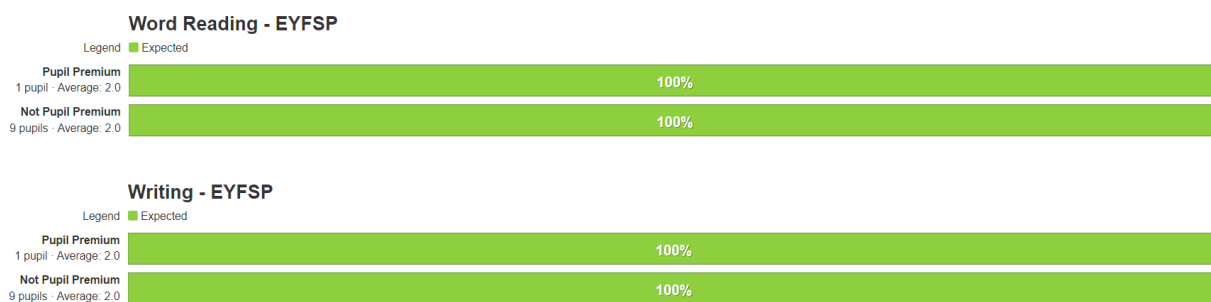
Children develop skills which support positive learning behaviours such as resilience, risk taking, communication and cooperation. Children are able to articulate with confidence how they are able to use resilience and perseverance with reference to the learning superpowers. Children have wider experiences 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.

Challenge 2- Low attainment and progress for disadvantaged children in reading and writing

The gap between the attainment of disadvantaged and non-disadvantaged learners reaching the phonics screening standard and good level of development is narrowed.

- 100% of children in Y1 have met the threshold for phonics screening check (including those with PP). This is a 14% increase of the previous year (which was already above national comparisons).
- 100% of children in Y2 have met the threshold for phonics screening check by the end of KS1 (including those with PP).

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

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.

- ‘Staff are trained well to deliver the school’s phonics programme.’ Ofsted February 2024

The reading leader monitors quality first teaching of reading effectively across the school and provides coaching opportunities to improve the outcomes of the disadvantaged children.

- Regular coaching and practice sessions used. Reading judged as effective by Ofsted.
- Completion of additional training and Development days through RWI.



Phonics Development Day: Upper Arley CofE VC Primary School, Bewdley
No lead contact

Phonics Training and Support Package (08:30 - 16:30) 20/02/2024



Phonics Development Day: Upper Arley CofE VC Primary School, Bewdley
No lead contact

Phonics Training and Support Package (08:30 - 16:30) 05/10/2023

The reading leader works in collaboration with the trust reading leaders to ensure high provision of phonics.

- Collaborative work with the trust and compliance with training & assessment requirements through RWI have been completed.



The teaching of reading is high priority across the school and impacts on all curriculum areas and improved outcomes for pupils across the curriculum.

- ‘Reading is given the highest priority.’ Ofsted February 2024

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.

Challenge 3- Poor attendance

Attendance for all pupils has increased and is broadly line with national of 94%.

2021-22	2022-23	2023-24
91.02%	92.28%	94.4%

Strategies are effective in raising attendance, as noted by Ofsted (January 2024, 'Leaders are proactive in managing attendance. Consequently, pupils typically attend school regularly and on time.'

Pupils and parents have a positive attitude to school and are keen to attend. This positive engagement is shown through the outstanding behaviour and personal development offer, judged by Ofsted as Outstanding. Ofsted (February 2024) stated that, 'Pupils behave exceptionally well in their lessons', 'Pupils benefit from a vast array of experiences, such as visits to an outdoor activity centre and a wide choice of clubs' and "Pupils' personal development is exceptional.'

Parents and governors have a good understanding of the importance of good attendance and the impact on a child's attainment and outcomes. Policies and procedures are embedded across the school and attendance officers across the trust meet regularly for quality assurance. The attendance officer monitors and implements trust policies to ensure that attendance is of the highest priority.

Challenge 4- Personal and social skills

Children have shown that they are better able to self-regulate their emotions. Data shows that suspensions have reduced to zero (down from 8 in previous academic year. Ofsted have judged overall behaviour at Upper Arley as outstanding. Ofsted (February 2024) stated, 'Pupils' behaviour is exceptional. They model the school's values in all that they do, for example by showing compassion to one another. They show high levels of respect and care for each other and staff.' Ofsted 2024. All children are able to use appropriate language to discuss their emotions, this in turn has seen a reduction in the number of behaviour incidents. Ofsted noted, 'Pupils behave exceptionally well in their lessons and around the school. This is because the school's values and expectations are understood by pupils and applied consistently by staff. This creates a calm and purposeful atmosphere where pupils enjoy learning.'

Challenge 5- Lack of wider experiences

Sporting register
Trips register

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

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Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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The impact of that spending on service pupil premium eligible pupils

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