

Pupil premium strategy statement – Arno Vale Junior School

This statement details our school's use of pupil 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	239
Proportion (%) of pupil premium eligible pupils	8.8%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Chris Baker (Headteacher)
Pupil Premium Lead	Chris Baker
Chair of Governors	Amanda Payne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43035
Pupil premium funding carried forward from previous years	£0 (n/a)
Total budget for this academic year	£43,035

Part A: Pupil premium strategy plan

Statement of intent

At Arno Vale Junior School, it is our mission to ensure that each and every pupil has the best opportunities afforded to them, irrespective of their background, so that all our children can make the best progress they can in all subjects. The use of the pupil premium is to help disadvantaged learners overcome their individual barriers to learning to enable them to enjoy the same successes as non-disadvantaged children.

We concentrate mainly on the provision of high-quality teaching and support based upon research and evidence to allow disadvantaged children to close the attainment gap and make progress. We believe that the benefits of this high-quality learning and support benefits all the learners in the school.

We also take advantage of national and local initiatives to address the needs of the children, accelerate their learning and develop the skills needed to become independent learners. We adopt a flexible approach to addressing the requirements of disadvantaged children and regularly review our provision to ensure that it matches their needs.

We review, adapt and learn from our own practices so that the offer from Arno Vale Junior School is always relevant and has a positive impact on children's learning. We welcome the support from parents, outside agencies and other professionals to provide meaningful and valuable guidance.

Challenges

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

Challenge number	Detail of challenge
1	Teacher assessments, observations, internal data and feedback from teachers indicates that attainment among disadvantaged pupils is generally below that of non-disadvantaged pupils. This is particularly evident in the core subject areas of maths, reading and writing.
2	Observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
3	Data shows a correlation between low attendance and low attainment, particularly amongst disadvantaged children.
4	A number of disadvantaged children also have an additional special educational need, which impacts on either their academic progress and/or their social and emotional development. This can lead to regular escalations and children spending large chunks of time in a deregulated state.

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 attainment for disadvantaged pupils in English and maths.	<p>Disadvantaged children will make accelerated progress from their starting points.</p> <p>The % of disadvantaged children meeting the end of year expected standard in English and maths will be at least in line with the National figure.</p>
Children, especially those that are disadvantaged, are supported to maintain a good level of wellbeing.	<p>Identified children are provided with pastoral care, guidance and support to raise self-esteem and develop key coping skills.</p> <p>Pupil and parent voice shows that children feel happy at school and parents feel their children are well supported by the school.</p> <p>Good record keeping shows that bullying incidents are dealt with effectively in line with our anti-bullying and child on child abuse policies.</p>
To achieve and sustain improved attendance amongst the group of disadvantaged children identified as being persistently absent.	<p>Monthly attendance meetings identify children with persistent absence (attendance <90%) and this is challenged and addressed immediately in line with the attendance policy.</p> <p>Data shows that overall attendance of disadvantaged children is no lower than that of non-disadvantaged children.</p> <p>Data shows a decrease in the number of disadvantaged children with poor attendance (<90%).</p>
Inclusive teaching strategies are embedded across the school.	<p>Monitoring shows that staff consistently apply the agreed best practices in their teaching.</p> <p>Monitoring shows that the specific needs of identified children are being met through well planned provision maps.</p>

	<p>Internal data shows that disadvantaged children with additional special educational needs are making at least sufficient progress from their starting points.</p> <p>Records and staff feedback show a reduction in significant escalations across school.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching:

Budgeted cost: £14,591

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide release time for subject leaders to embed high-quality teaching, access CDP and develop assessment systems in their subject.	<p>Organised curriculum approaches with lots of opportunities for retrieval and practise ensures that learning is progressive and sequenced so that it effectively links to and builds on prior knowledge.</p> <p>Learn how to Study Using... Retrieval Practice — The Learning Scientists</p> <p>Rosenshine's 10 Principles of Instruction InnerDrive Guides</p>	1
Ensure inclusive teaching strategies are embedded in each classroom by providing extra release time for the SENDCo to research, disseminate, implement and monitor best practice in this area (1/2 day per week).	<p>“Understanding how to effectively meet the needs of pupils with SEND is a vital element of high-quality education. This is particularly important given that pupils with SEND have poorer outcomes than other pupils, which can lead to some restrictions in subject choice at secondary school stage.”</p> <p>Supporting SEND - GOV.UK (www.gov.uk)</p>	4

Access the 'Teaching Sequence for Writing' training programme via the Flying High English Hub	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. 1. High-quality teaching EEF	1
Purchase of standardised diagnostic assessments (Star Reading and Star Maths) plus training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups. Diagnostic Assessment Tool.pdf	1

Targeted academic support:

Budgeted cost: £11,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a Switched On Reading qualified TA to support early reading and reading fluency interventions with children including disadvantaged.	Use of a reading intervention to support the development of reading for our lowest 20% of readers in school. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading#:~:text=Switch%20Don%20Reading%20is%20an,been%20trained%20in%20the%20approach .	1
Strategic deployment of teaching assistants in order to deliver targeted phonics interventions to ensure priority pupils are well supported.	High impact for very low cost based on very extensive evidence: Phonics EEF	1

Wider strategies:

Budgeted cost: £16,964

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a learning support mentor to provide daily pastoral care, guidance and family support to raise self-esteem and develop key coping skills.	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	2 and 3
Subsidise the cost of outdoor learning experiences (trips and residential) for those children that qualify for free school meals.	<p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	2 and 3
Contingency	Based on our experiences and those of similar schools, we have identified the need to set a small amount of funding aside to address other ad hoc issues that arise (e.g. support with funding for Club Vale).	

Total budgeted cost: £43,035

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Review of outcomes from previous year:

Intended outcome 1: The teaching and assessment of phonics and early reading is consistent and effective.

Good progress has been made towards this outcome. Monitoring shows that the staff who have been trained now have increased confidence and improved subject knowledge as a result. Data shows that the identified children in receipt of daily, targeted phonics teaching have made good progress. However, the school still needs to continue to embed the teaching of phonics and early reading across the whole key stage and with all staff. In addition, a number of children in the new Year 3 cohort have joined the school with a low level of phonics knowledge.

Intended outcome 2: Improved attainment for disadvantaged pupils in English and maths.

Disadvantaged children performed below the national and local authority averages in reading, writing, maths and grammar. There was a significant gap between disadvantaged and non-disadvantaged children based on KS2 SATs results. However, it should be noted that this is based on a small sample size.

Intended outcome 3: Children, especially those that are disadvantaged, are supported to maintain a good level of wellbeing.

The effective deployment of a specialist learning support mentor has provided much needed support to identified children, resulting in reports of increased levels of self-esteem, confidence and coping strategies. Results of pupil and parent surveys showed that children are generally happy in school and feel safe. However, supporting children, especially those that are disadvantaged, to maintain a good level of wellbeing is an area of ongoing concern given the pressures on local and national support services.

Intended outcome 4: To achieve and sustain improved attendance amongst the group of disadvantaged children identified as being persistently absent.

Despite regular attendance meetings and a more consistent approach to the implementation of policy, low attendance amongst disadvantaged children continues to be a concern. There continues to be a correlation between low attendance and low outcomes across all groups. The school is committed to doing everything at its disposal to improve attendance.

Intended outcome 5: Inclusive teaching strategies are embedded across the school.

Monitoring shows that the specific needs of individual disadvantaged children with SEND have been met through well planned provision maps and effective deployment of staff. This now needs to become more embedded across the wider curriculum subjects.

Externally provided programmes

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

Programme	Provider
Drumming	DCP drums
Y4 Residential (subsidised cost)	Dukes Barn
Y6 Residential (subsidised cost)	Willersley Castle

Additional Activity

Funding for service children is primarily to enable the school to offer pastoral support and help mitigate the negative impact of family mobility or parental deployment.

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Offering a range of extracurricular activities to boost wellbeing, behaviour, attendance and aspiration. Disadvantaged pupils will be encouraged and supported to participate.