

Pupil premium strategy statement – Arnold Mill Primary 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	329
Proportion (%) of pupil premium eligible pupils	31% (Year 1-Year 6)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Jackie Oldfield + Governors.
Pupil premium lead	Mr Shaun Hewlett
Governor / Trustee lead	Mr Steven Lucas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151, 415
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>	£151, 415

Part A: Pupil premium strategy plan

Statement of intent

Equality for all is a priority at Arnold Mill Primary and Nursery School. Therefore, we ensure our teaching and learning strategies meet the needs of all pupils and enables them to reach their full potential. We are also dedicated on ensuring that children who belong to vulnerable groups receive the appropriate provision to meet their needs whatever their funding. This specifically includes children who are socially disadvantaged- something which Pupil Premium funding can help to address. We are also aware however, that not all children who are eligible for FSM are socially disadvantaged and so funding for these children can be used to address other needs such as academic progress or to support their social. It is, therefore, the aim of this policy to ensure that children who are entitled to Pupil Premium funding receive the support they are entitled to so that they are able to make the same achievements and have the same experiences as their peers.

Challenges

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

Challenge number	Detail of challenge
1	Pupils' low starting points and limited oral skills in foundation. Leading to lower oral language skills and reading and maths skills in subsequent year groups.
2	Children struggle to retain new learning and so need to repeat and revisit learning so that they can recall information over time.
3	Writing skills are limited due to lack of life experiences or limited access to books at home.
4	Children's social, emotional and behavioural needs. Children need support to be ready to learn.

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
Pupils' low starting points and limited oral skills in foundation. Leading to lower oral language skills and reading and maths skills in subsequent year groups.	A greater percentage of children meet age related expectations in the following: a) GLD assessments (end of foundation stage). b) Phonics screening check c) MTC (multiplication test check) d) End of KS2 SATS
Improved maths attainment and progress of disadvantaged children.	A greater percentage of children meet age related expectations.
Increased reading and writing opportunities across school so that children have a structured approach to improving their reading and writing skills.	A greater percentage of children meet age related expectations.
Children come to school ready to learn.	Children's social, emotional and behavioural needs are being met. Behaviour in school is good
Parents know how to support their children at home.	Parents engage with school well and questionnaires show parents feel able to support their children at home.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 6, 815

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training will be given on the new writing framework CPD, mastery maths, National College and WHPT Better Together sessions.	Recommended training from the local authority and local networks lead by academy trusts.	1, 2, 3.
Employ and pay for staff to do 1:1 and small group interventions.	EEF research into the use of small group work and deployment of staff shows huge progress.	2
Language and literacy training, including phonics and early years training.	Children need to be able to speak before they can read, read before they can write and read and write before they can problem solve in other subjects; therefore, we need to focus on improving our children's reading ability. The EEF state that early support is more valuable than catch up sessions; ensuring resources and teaching is good throughout school should help prevent the need for this.	1
Training for emotion coaching to encourage good learning behaviours and restorative approaches.	Relationships are central to all our emotions and behaviours. They are at the heart of everything we do. Emotion Coaching helps children to understand the different emotions they experience, why they occur and how to handle them. Dr Karen Treisman (Clinical Psychologist) supports the power of relationships as a therapeutic tool.	4

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

Budgeted cost: £129,878

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions will be set up for any child not making expected progress.	EEF research- Closing the attainment gap: key lessons learned states Targeted small group or 1:1 intervention have the potential for the largest immediate impact on attainment.	1, 2, 3.
Maths and Reading sessions through Learning by Question for Y6 children.	An early morning booster to support the learning of key Maths and Reading skills.	2
1:1 phonics session for year pupils to support passing Phonics Test	The National Reading Panel's research into teaching synthetic phonics proved this approach has long term benefits for improving reading comprehension. The EEF supports this opinion.	1
Oracy sessions for foundation and lower ability KS1 children	The EEF state that early support is more valuable than catch up sessions.	1
Nurture sessions to help children access learning, including forest schools, ELSA, MELSA, counselling and sensory diets.	Maslow explains that if children don't have their basic needs met, they will not be able to meet the demands placed on them at school. For this reason, we use Nurture sessions to help children be ready to learn.	4
Parent workshops to help upskill parents, particularly focusing on reading and maths.	Professor Charles Disforges' work on narrowing the gap in education highlights the importance of positive parent involvement on pupil wellbeing and learning. DFE/ RR156 states 'Parental engagement has a large and positive impact on children's learning'. If we help parents to understand what is happening in class, they in turn can help their children, and more progress should be made.	4

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

Budgeted cost: £14, 838

Activity	Evidence that supports this approach	Challenge number(s) addressed
The continued work setting up and running OPAL college, lunch time provision.	Every child has a right to rest, and play is article 31 of the UN rights. Children spend 20% of their primary school life outside playing. The provision needs to support this especially our more vulnerable children.	4
Provide quality texts that inspire children to read and give them ideas to write about.	The DFE have carried out research into reading for pleasure and the benefits it brings. Whether reading is enjoyable is massively affected by the quality of the texts on offer. Clark (2011) states 'Having access to resources and having books of their own has an impact on children's attainment.'	3
Use the NCC reading for pleasure resources, assemblies, visits and visitors, to help develop a love of reading and learning.	Clark and De Zoya (2011) suggest reading for pleasure lead to greater attainment. A significant positive relationship between enjoyment and attainment indicate that pupils who read more are also better readers. Therefore, we feel that by offering a variety of reading opportunities children should develop a deeper love of reading and go on to be better readers.	1
Offer breakfast club for children if needed.	Family Action and Magic Breakfast have found: Schools who hosted breakfast clubs reported improvements in behaviour, health, readiness to learn, concentration, attainment and social skills.	4

Total budgeted cost: £151,531

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using end of EYFS GLD data, Phonics Screening Results, Multiplication Check Data and end of KS2 Data.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveat of different settings).

In the 2024 to 2025 academic year:

40 % of our disadvantaged children reached ARE in Word Reading and Number in Foundation Stage 2.

89% of disadvantaged children passed the Phonics Screening check by the end of KS1.

The average score for disadvantaged children taking the Year 4 MTC test was 22. 50% of disadvantaged children achieved full marks in the check. This is 12% higher than national figures.

60% of Pupil premium children reached ARE in Reading in their KS2 SATs.

73% of Pupil Premium children received ARE in Grammar, punctuation and spelling in their KS2 SATs.

47% of Pupil Premium children received ARE in Maths in their KS2 SATs (This will be a focus for our interventions this year).

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.