



Pupil premium strategy statement

School overview

| Details | Data |
|---|--|
| School name | Arnold Mill Primary and Nursery School |
| Pupils in school | 333 |
| Proportion of disadvantaged pupils | 35.9% (Y1-Y6) |
| Academic year or years covered by statement | 2024-2025 |
| Publish date | September 2024 |
| Review date | September 2025 |
| Statement authorised by | Mrs Jackie Oldfield + Governors |
| Pupil premium lead | Mr Shaun Hewlett |
| Governor lead | Mr Steven Lucas |

Funding overview

| Detail | Amount |
|--|------------------|
| Pupil premium funding allocation this academic year | £165,800. |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0 |
| Total budget for this academic year | £165,800. |

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. 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 have gaps in learning in maths due to the impact of COVID-19 absences. |
| 3 | Writing skills are limited due to lack of life experiences or limited access to books at home. |
| 4 | Children don't come to school ready to learn and parents aren't always sure how they can help support their children. |

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 outcomes | Success Criteria |
|--|---|
| Improved oral language skills for pupils in foundation classes and improve reading skills in subsequent year groups. | A greater percentage of children meet age related expectations. |
| 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. | Behaviour in school is good. Children are making progress. |
| Parents know how to support their children at home. | Parent 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 (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost: £ 12,965

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Training will be given on mastery maths, SPAG, knowledge organisers 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 |
| Train MELSAs (Mediated learning Support Assistant) to encourage good learning behaviours. | Virtual schools have recommended this training. The Psychological Foundations of The Mediating Learning Support Assistant Training programme has been researched to show children can benefit from developing a deeper understanding of tasks. | 4 |

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

Budgeted Cost: £ 144,181

| 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 interventions 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 sessions 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 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 Class to help upskill parents, particularly focusing on reading and maths. | Professor Charles Disforjes' 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: £1939.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Develop our strategies to ensure equality for all. Focus on becoming and anti-racism school using the NCC equality is everyone's business tool kit. | The human rights act in Britain says this is the right approach to take. Every child should feel valued and it would be unlawful to do anything other than educate children about equality and equity. | 4 |
| OPAL 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 DeZoya (2011) suggest reading for pleasure leads 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: £159,085

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 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

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 2023 to 2024 academic year:

57.1 % of our disadvantaged children reached ARE in Word Reading and Number in Foundation Stage 2.

50% of our disadvantaged children reached ARE in Reading and Writing in KS1, 38.9% of our disadvantaged children reach ARE in Maths.

28.6 % of our disadvantaged pupils reached ARE in Reading Writing and Maths in their KS2 SATs.

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

| How our service pupil premium allocation was spent last academic year |
|---|
| We hire a Teaching Assistant dedicated to the emotional wellbeing and academic achievement of service children. They help pupils share emotions and can offer a range of activities from drawing and talking therapy to ELSA support. |
| We identified gaps in service children's education caused by moving between schools which we addressed with targeted support. |
| The impact of that spending on service pupil premium eligible pupils |
| Teachers observed improvements in wellbeing amongst service children. |

Assessments demonstrated progress in subject areas where extra support classes were provided.

Further information

We have a Pupil Premium Policy which outlines how we may use our funding in certain situations. It also outlines what Pupil Premium is. Both documents work together to show how we support our most disadvantaged children.

Additional activity

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

- Celebration assemblies with prizes to share examples of good work. embedding more effective practice around feedback. This also allows for parental engagement. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- The development of the Mental Health Lead roles. (DFE recommended) The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

Every child in school has a Pupil Profile which is used to record interventions and key information. This gives a clear bank of evidence on what has been put in place and what impact it had. This is reviewed regularly by SLT to ensure that interventions are meeting the needs of the children and progress is being made. We use information from this to guide the targets and focus of our Pupil Premium Strategy.