

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Arnside School
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2025
Statement authorised by	Nick Sharp Head Teacher
Pupil premium lead	Karen Morris SENDCo
Governor / Trustee lead	Judith Bratt

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16140.00
Recovery premium funding allocation this academic year	£2175.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£18,315.00

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through Physical Education Intervention/Maths Catch-up for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped <b>oral language skills</b> and vocabulary gaps among many disadvantaged pupils particularly prevalent post-lockdown.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater <b>difficulties with phonics</b> than their peers. This negatively impacts their development as readers.
3	Internal assessments, observations and discussions indicate that <b>maths attainment</b> among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Through our assessments and observations it is apparent that the emotional health and <b>wellbeing</b> of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

## 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 <b>oral language skills</b> and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Sources of evidence: engagement in lessons, book scrutiny and ongoing formative assessment.
Improved <b>reading attainment</b> among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that an increased % of disadvantaged pupils met the expected standard.
Improved <b>maths attainment</b> for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that an increased % of disadvantaged pupils met the expected standard.
To achieve and sustain improved <b>emotional health and wellbeing</b> for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations and SDQ</li> </ul>

## 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: £6105.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff by Barnardo's on 'Decider Skills Awareness Training and CBT for Children.</p>	<p>Social and Emotional Learning interventions seek to improve pupils' decision making skills, interaction with others and their self management of emotions.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Embedding dialogic activities across the school curriculum that links with our whole school pedagogy.</p> <p>Organise the phonics curriculum as a whole school approach. Using a diagnostic tool, the children will be streamed for phonics.</p>	<p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Adapt the organisation of the teaching of math's to ensure each year group is taught explicitly</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://www.publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	

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

Budgeted cost: £ 6105.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group Language Interventions in KS1 including, Neli Program, language games, and Socially Speaking Intervention Programmes.</p> <p>Writing Support Groups in KS2</p> <p>KS2 PE Well-Being group intervention, focusing on communication, building confidence and self-esteem.</p>	<p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/oracy-interventions-eeef">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>PE Intervention taught by a specialist sports coach to a small group of target children.</p> <p>Maths through PE Intervention taught by a sports specialist developing practical application to maths linked to whole school maths approach.</p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition-eeef">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Mastery learning approach adopted through whole school maths curriculum. Each year group being taught independently with an emphasis on mastery learning.</p>	<p>Mastery Learning in maths involves the student's management of their learning. Subject matter is broken down into blocks or units with predetermined objectives and specified outcomes.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/mastery-learning-eeef">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p>	

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

Budgeted cost: £6105.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Following a diagnostic protocol, Play Therapy will be offered to children who need social and emotional support	Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. <a href="https://www.educationendowmentfoundation.org.uk/mentoring">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>	

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## 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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. Additionally, speech and language particularly of disadvantaged pupils is below our expectations. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### 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