

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Arunside
Number of pupils in school	399
Proportion (%) of pupil premium eligible pupils	11.8%
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	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Donna Jagger
Pupil premium lead	Anna Hadden
Governor / Trustee lead	Victoria Coward

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,320 £ 7,035 (PP Plus) Total: £82,355
Recovery premium funding allocation this academic year	£8,555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£19,720
<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	£110,630 N/A

# Part A: Pupil premium strategy plan

## Statement of intent

Our school vision is to 'Enable personal growth, with a desire to learn and achieve, for every child, every day'. We celebrate that our pupils and families come from a wide range of cultures and backgrounds. We are proud of the diversity of our school, and of the role we play in supporting the development of individuals who will have the tools, skills and confidence to make a positive contribution to their communities, and beyond. We work hard to ensure our pupils leave prepared to deal with life in modern day Britain.

We recognise that within our own community there is need to further develop our approach to metacognition and emotional resilience to ensure that this is embedded and progressive across the school. Our assessments have highlighted an increasing need to focus on oracy and the vocabulary development of all children, particularly those from disadvantaged and EAL backgrounds, and is now a large part of our wider reading strategy across the school and one of the key objectives within the Pupil Premium Strategy plan for the next three years.

The pandemic has, understandably, impacted the work our school had planned to achieve with parental engagement, outlined previous academic years strategy. To further mitigate the impact Covid-19 has had on not just the educational, but emotional well-being of our children and their families, a further key objective of this strategy will sit within the raised profile of an enhanced pastoral team and the work they will be able to provide in supporting our most vulnerable. We believe that increasing capacity to intervene at an earlier stage with children and their parents to support social and emotional learning, mental health and well-being is an integral part of improving outcomes for all children, including those from disadvantaged backgrounds.

## Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with pupils and their parents indicate that the mental health and wellbeing of many of our disadvantaged pupils and their families have been impacted by partial school closures.

	This has resulted in an increasing level of need for pastoral and welfare support in school to enable early identification of and intervention with vulnerable children and their families.
2	Assessments and observations indicate that the education of some of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils, particularly some harder to reach families. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations across all core subjects, but particularly in writing (also see Arunside Catch Up Premium Plan).
3	<p>Baseline EYFS data indicates that pupils are entering reception class with under developed oral language skills and vocabulary gaps. Insight tracking data and Question Level Analysis of PIXL reading assessments shows this vocabulary gap continues to exist as a trend across the school, including for disadvantaged and EAL pupils.</p> <p>KS2 assessments and observations indicate that speed and identification of the explicit reading strands in order to answer questions, is a barrier to overall progress and attainment for disadvantaged pupils in reading. Further work is needed to engage families with regular reading activities at home to support outcomes for disadvantaged children.</p>
4	Developing metacognition, emotional resilience and self-regulation skills has significant benefits to diminishing the difference for disadvantaged pupils. 'Building Learning Power' is now implemented in all classrooms and learning environments within the school and becoming embedded within our whole school culture. As part of a longer-term piece of work we recognise the need to now review our approaches to ensure there is a progression of these learning skills and behaviours over key phases across the school. Further engagement with parents and governors is needed to develop a wider school culture and understanding.

## 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
To achieve and sustain improved well-being for all pupils in our school, particularly for our disadvantaged pupils and their families.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>Increased staffing capacity within the pastoral team will include a Family Welfare Officer, Attendance and Welfare Officer, ELSA, School Counsellor, Deputy SENCo line managed by the Deputy Headteacher/SENCo.</li> <li>Appropriate CPD opportunities identified to increase staff capability in relation to their new roles</li> </ul>

	<ul style="list-style-type: none"> <li>• Increased number of pupils and their families receive appropriate early intervention for well-being and welfare support, particularly our disadvantaged pupils.</li> <li>• A significant increase in the range of and participation in parental engagement opportunities across the school calendar year e.g. Parenting Puzzle, well-being workshops</li> <li>• Reduction in the number of safeguarding and Early Help referrals made to outside agencies</li> <li>• Qualitative data from pre and post assessments for pupils accessing ELSA and counselling support, pupil voice and parent survey</li> <li>• Where any barriers to attendance exist, these will be identified early and support will be provided to families, resulting in improved attendance data figures for these pupils</li> <li>• Build on success of the implementation of PSHE scheme of work through collating of evidence of impact on pupils social and emotional learning (SEL)</li> <li>• Forest School and Drama will be fully implemented with tailored assessments designed to assess impact on personal development of pupils</li> <li>• School behaviour policy will be aligned with SEL</li> </ul>
<p>To achieve and sustain improved progress measures for disadvantaged pupils from their individual starting points.</p>	<ul style="list-style-type: none"> <li>• Progress measures for disadvantaged pupils will be in line with, if not better than, their non-disadvantaged peers for reading, writing and maths across KS1 and KS2</li> <li>• Effective implementation of Pixl Primary for core group intervention shows children make good progress.</li> <li>• Insight and Pixl data will show more disadvantaged pupils are achieving the expected standard</li> <li>• Use of the Recovery Premium Funding (2021-22) to employ retired teacher to implement catch up tuition</li> </ul>
<p>To improve oral language skills and vocabulary development for all pupils from their EYFS baseline data, particularly for our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• EYFS pupils are identified for support early on through the NELI programme and impact data indicate significantly improved oral language skills</li> <li>• PIXL QLA of diagnostic reading assessments indicate pupils are able to answer vocabulary questions with</li> </ul>

	<p>increasing confidence, demonstrated through impact tests</p> <ul style="list-style-type: none"> <li>• Whole school implementation of Vocabulary Ninja will see improved vocabulary choices in pupils writing</li> <li>• Implementation and monitoring of KS2 drama shows our improved oral language skills for disadvantaged pupils</li> </ul>
<p>To build on the success of BLP implementation through devising a progression of skills, personalised to the needs of our whole school community, including our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Consultation through SLT, teacher, pupil and parent voice will inform an agreed BLP progression of skills map from EYFS to UKS2</li> <li>• Observations of and discussions with pupils at key phases will demonstrate a higher order of application of skills by the end of KS2.</li> <li>• All stakeholders will receive regular CPD appropriate to metacognition to inform whole school practice</li> <li>• SMART boards and resourcing within lessons will highlight clearly which BLP is in focus</li> <li>• BLP will be rewarded through Marvellous Me to promote learning skills beyond the classroom with parents</li> <li>• SLT, subject lead and Governor monitoring reports will reflect BLP impact over time, with a focus on outcomes for disadvantaged pupils</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: £70,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further work to embed SEL, metacognition and self-regulation strategies into routine educational practices and supported by professional development and</p>	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage</p>	<p>4</p>

<p>training for all staff (including. TAs)</p>	<p>such pupils to practise and use these skills more frequently in the future.</p> <p><b>EEF Metacognition and Self-Regulation</b></p>	
<p>Recruitment and retention of KS2 Drama teacher to deliver weekly sessions focusing on SEL, oracy and curriculum enrichment</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p><b>EEF Social and Emotional Learning</b> (See below for oracy evidence base)</p>	<p>1,3</p>
<p>Implementation of school wide robust vocabulary instruction (Vocab Ninja) for Y1-6 , alongside the delivery of the NELI programme in EYFS.</p> <p>Further implementation of RIC and VIPERS in KS1 and 2 to deliver the explicit teaching of reading skills (including vocabulary)</p> <p>Purchase of resources and fund ongoing teacher training and release time to monitor the implementation and impact on overall reading outcomes and quality of vocabulary choices in writing</p>	<p>In their book 'Bringing Words to Life', Isabel Beck and colleagues developed a model for presenting tiers of vocabulary, that divides words in to three categories, Tier 1 to 3. Unless schools address the gap between word rich and word poor children, the gap will continue to grow. A curriculum that is designed to encourage the explicit teaching of Tier 2 and 3 vocabulary is likely to be a manageable and realistic way of addressing the word gap in primary schools.</p> <p><b>Beck, I. Bringing Words to Life, Robust Vocabulary Instruction, (2002), Quigley, A. Closing the Vocabulary Gap, (2018), Quigley, A. Closing the Reading Gap, (2020)</b></p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p><b>EEF Oral Language Interventions</b></p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p><b>EEF Reading Comprehension Strategies</b></p>	<p>3</p>
<p>Annual Renewal of Pixl Primary to inform whole school diagnostic assessment, QLA and targeted intervention</p>	<p>Evidence consistently shows the positive impact that targeted academic support, through Quality First Teaching, can have on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide</p>	<p>2,3</p>

Training for all staff to ensure assessments are interpreted correctly and interventions explicitly linked	effective, targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, to maximise impact back in the classroom. <b>The EEF Guide to the Pupil Premium</b>	
--	---	--

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

Budgeted cost: £18,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of retired teacher to implement curriculum tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <b>One to one tuition   EEF (educationendowmentfoundation.org.uk)</b> And in small groups: <b>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</b>	2,3
Additional Teaching Assistant hours to run structured whole school Pixl interventions and 1:1 speed reading in UKS2	Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. <b>EEF – Making the Best Use of Teaching Assistants</b>	2,3
Recovery Premium Funding deployed to retired Arunside teacher to implement small group and 1:1 tuition for disadvantaged pupils, including more able disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <b>EEF - One to one tuition</b> And in small groups: <b>EEF - Small group tuition - Toolkit Strand</b>	2

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

Budgeted cost: £21,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased capacity within pastoral team to include recruitment and retention of a Family Welfare Officer, ELSA and School Counsellor.</p> <p>Clearly defined roles and responsibilities will allow these roles to carry out work on SEL, mental health and well-being and engagement with parents, including further work to support our hardest to reach families.</p>	<p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p><b>EEF Parental Engagement</b></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p><b>EEF Social and Emotional Learning</b></p>	1,4
<p>To increase parental engagement at home with children's learning, achievements, school values and BLP through the Marvellous Me App and wider e-learning platforms that were used successfully during the pandemic.</p>	<p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p><b>EEF Parental Engagement</b></p>	1, 4
<p>Subsidisation of enrichment activities (e.g. class trips, Y4/6 residential, extra-curricular clubs) for disadvantaged pupils.</p>	<p>Our school aims to ensure all pupils, including those who are disadvantaged, can take part in enrichment activities with equal opportunity. This is reflected in the <b>OFSTED EIF 2019</b> expectations for personal development.</p>	1,2

**Total budgeted cost: £109,220**



## 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.

#### **Taken from 2020-21 PP strategy aims**

##### **Teaching Priorities**

Our observations during the Covid-19 school closures indicated that pupil mental health and well-being were significantly impacted as a result of the pandemic. Plans to implement Jigsaw PSHE as a whole school programme were already in place and were not disrupted, despite the partial closures. This was instrumental in enabling school staff to prepare effectively for the return of pupils (twice) and continue to deliver high quality PSHE. With an emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw equips us to deliver an engaging and relevant PSHE curriculum, fully compliant with the DFE statutory requirements for Relationships and Health Education (RHE). Staff have received training to support curriculum implementation and to understand the statutory requirements of RHE. The Deputy Headteacher has completed additional training on mental health. Parents are kept informed of the content of PSHE themes and lessons through half termly newsletters and the wider aspects of personal development, SEL and BLP are reinforced through all curriculum subjects, including forest school.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided through the delivery of live lessons through Google Classroom and every school laptop and ipad allocated out to our disadvantaged families who were in need. Through the purchase of PIXL, our methods of diagnostic assessment and identification of pupils for targeted intervention have become increasingly more robust. Our internal baseline PIXL assessments in September 2020 highlighted where clear gaps had emerged for specific cohorts and staff targeted these gaps through QFT and targeted intervention groups. This will continue for 2021-22 at key points throughout the year for Years 1-6.

Question Level Analysis of baseline assessments identified a school wide gap for vocabulary development and this would become the focus for the DHT' s NPQH school change project. With a focus on the implementation of explicit vocabulary instruction, staff in years groups 2-4 were trained in both pedagogy and practice and trailed implemented in classrooms for spring/summer term 2021. With short term impact on vocabulary and reading outcomes showing disadvantaged, EAL and SEND pupils making in year progress in reading in line with, if not better than, their peers, this academic year's focus is to widen the project to the whole school. This work will be further supported through the NELI programme in EYFS and the recruitment of a drama specialist to build on pupils oracy development in KS2.

DATA

##### **Phonics Data Year 1**

2019 = 40%

2020 = 87%

2021 = 83%

KS1 IDSR 2019			
Subject	Expected	Exceeded	
RWM	60%		17%
Reading	80%		20%
Writing	60%		17%
Maths	60%		20%

  

KS2 IDSR 2019			
Subject	Expected	Exceeded	Progress score
RWM	78%		
Reading	78%	44%	0.35
Writing	78%	0%	-1.64
Maths	78%	50%	2.94

### Targeted Academic Support

Now trained, our Emotional Literacy Support Assistant (ELSA) was employed effectively to provide early intervention to children who have needed support, not just as a result of the pandemic, but to support wider well-being support, including with children from disadvantaged families. This further enhanced the provision of our school counsellor by offering an additional layer of pastoral support in school. Effective work by a member of staff allocated to support vulnerable families during the pandemic, coupled with further work completed by the DHT as part of her NPQH external school project, allowed us to consider the further impact of family/parental support that the school could offer. During 2020-21 a staffing restructure was successful in enabling the provision for an enhanced pastoral team, line managed by DHT to include the role of a Family Welfare Officer (FWO) and drama teacher. The impact of which will be a large focus for our current strategy plan.

### Wider Strategies

To improve parental engagement of disadvantaged families to support learning at home and at school continues to be a school priority. Marvellous Me has been purchased and aims to engage parents by telling them about their children's learning and success. It enriches family conversations about school and makes it easy for parents to help their children's education. Since introducing in March 2021, 89% of our parents have access to the app. Increasing capacity through our Family Welfare Officer will aim to target all families who are yet to engage to increase this to at least 95% in the 2021-22 academic year. This will also support families to engage further with understanding the school values and BLP learning characters. Further work is now planned to use the FWO role to provide explicit parenting support through 1:1 and group work. The FWO will also work closely with the attendance and welfare officer to monitor and act on any attendance concerns through the offer of an enhanced level of pastoral support for our families.

## 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*

<b>Programme</b>	<b>Provider</b>
Jigsaw PSHE	Jan Lever Group
Pixl Primary	Pixl Club Ltd

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A