

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 | 412 |
| Proportion (%) of pupil premium eligible pupils | 13.3% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | Donna Jagger |
| Pupil premium lead | Anna Hadden |
| Governor / Trustee lead | Paula Pitkethley |

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 | £ 6,960 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 16,047 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 93,587 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.

Anything in blue indicates updates to the strategy upon 2021-22 review

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. |

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| | 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> <p>We have identified that stronger links can be made with the delivery of phonics teaching for those children entering KS2 who still require phonics and fluency practice. This will be supported through whole staff CPD and implementation of a new phonics scheme across EYFS and KS1.</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"> Increased staffing capacity within the pastoral team will include a Family Welfare Officer, Attendance and Welfare Officer, ELSA, School Counsellor, Deputy SENCo |

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| | <p>line managed by the Deputy Headteacher/SENCo.</p> <ul style="list-style-type: none"> • Appropriate CPD opportunities identified to increase staff capability in relation to their new roles • Increased number of pupils and their families receive appropriate early intervention for well-being and welfare support, particularly our disadvantaged pupils. • 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 • Reduction in the number of safeguarding and Early Help referrals made to outside agencies • Qualitative data from pre and post assessments for pupils accessing ELSA and counselling support, pupil voice and parent survey • 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 • Build on success of the implementation of PSHE scheme of work through collating of evidence of impact on pupils social and emotional learning (SEL) • Forest School and Drama will be fully implemented with tailored assessments designed to assess impact on personal development of pupils • School behaviour policy will be aligned with SEL |
| <p>To achieve and sustain improved progress measures for disadvantaged pupils from their individual starting points.</p> | <ul style="list-style-type: none"> • 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 • Effective implementation of Pixl Primary for core group intervention shows children make good progress. • Insight and Pixl data will show more disadvantaged pupils are achieving the expected standard • Use of the Recovery Premium Funding to employ retired teacher to implement catch up tuition |

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|---|--|
| | <ul style="list-style-type: none"> • A robust teaching of phonics using a validated systematic synthetic scheme will be in place which aims to provide: <ul style="list-style-type: none"> ○ sufficient support for children in reception and key stage 1 to become fluent readers ○ a structured route for most children, including disadvantaged pupils, to meet or exceed the expected standard in the year one phonics screening check ○ all national curriculum expectations for word reading through decoding by the end of key stage 1 • NPQ for Teaching and Learning to have been completed by at least 1 staff member • NPQ for Senior Leadership to have been completed by Raising Standards Lead (RSL) |
| <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"> • EYFS pupils are identified for support early on through the NELI programme and impact data indicate significantly improved oral language skills • PIXL QLA of diagnostic reading assessments indicate pupils are able to answer vocabulary questions with increasing confidence, demonstrated through impact tests • Whole school implementation of Vocabulary Ninja will see improved vocabulary choices in pupils writing • Implementation and monitoring of KS2 drama shows improved oral language skills for disadvantaged pupils • Arunside will be an accredited Voice 21 Oracy school • Curriculum subjects will provide explicit vocabulary 'checklist' as a standard slide/oral starter for all lessons to ensure key vocabulary is taught and revisited |
| <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"> • Consultation through SLT, teacher, pupil and parent voice will inform an agreed BLP progression of skills map from EYFS to UKS2 • Observations of and discussions with pupils at key phases will demonstrate a higher order of application of skills by the end of KS2. • All stakeholders will receive regular CPD appropriate to metacognition to inform whole school practice • SMART boards and resourcing within lessons will highlight clearly which BLP is in focus |

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| | <ul style="list-style-type: none"> • BLP will be rewarded through Marvellous Me to promote learning skills beyond the classroom with parents • SLT, subject lead and Governor monitoring reports will reflect BLP impact over time, with a focus on outcomes for disadvantaged pupils • NPQ for Leading Culture and Behaviour to have been completed by at least 1 staff member |
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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: £63,700

| 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 training for all staff (including. TAs)</p> <p>Completion of NPQ for Behaviour and Culture</p> <p>SLT supported by identifying PSHE lead from within the teaching staff to evidence impact through pupil voice</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 such pupils to practise and use these skills more frequently in the future.</p> <p>EEF Metacognition and Self-Regulation</p> | 4 |
| <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>EEF Social and Emotional Learning (See below for oracy evidence base)</p> | 1,3 |

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|--|--|------------|
| <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>Participation in and completion of the Voice 21 Oracy schools project to include DHT, Drama teacher and identified oracy champions within the school</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>Beck, I. Bringing Words to Life, Robust Vocabulary Instruction, (2002), Quigley, A. Closing the Vocabulary Gap, (2018), Quigley, A. Closing the Reading Gap, (2020)</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>EEF Oral Language Interventions</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>EEF Reading Comprehension Strategies</p> <p>https://voice21.org/impact-report-2021/</p> <p>Voice 21 Impact report 2016-2021</p> | <p>3</p> |
| <p>Annual Renewal of Pixl Primary to inform whole school diagnostic assessment, QLA and targeted intervention</p> <p>Training for all staff to ensure assessments are interpreted correctly and interventions explicitly linked</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 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.</p> <p>The EEF Guide to the Pupil Premium</p> | <p>2,3</p> |

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

Budgeted cost: £10,100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>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.</p> <p><i>Additional qualified, previous teacher within the school, to support the above</i></p> | <p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 2,3 |
| <p>Additional Teaching Assistant hours to run structured whole school Pixl interventions and 1:1 speed reading in UKS2</p> <p><i>TA additional hours to now focus on seeing impact of the above back in the classroom, providing support alongside quality first teaching and the broad and balanced curriculum offer for all children, including disadvantaged pupils</i></p> | <p>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.</p> <p>EEF – Making the Best Use of Teaching Assistants</p> | 2,3 |
| <p>Recovery Premium Funding deployed to retired Arunside teacher to implement small group and 1:1 tuition for disadvantaged pupils, including more able disadvantaged.</p> | <p>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:</p> <p>EEF - One to one tuition</p> <p>And in small groups:</p> <p>EEF - Small group tuition - Toolkit Strand</p> | 2 |

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

Budgeted cost: £15,737

| 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>Increasing school counsellor capacity from 1.5 days to 2 days to meet the needs of our community</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>EEF Parental Engagement</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>EEF Social and Emotional Learning</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>EEF Parental Engagement</p> | 1, 4 |
| <p>Subsidisation of enrichment activities (e.g. class trips, Y4/6 residential, extra curricular clubs and enrichment opportunities) 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 OFSTED EIF 2019 expectations for personal development.</p> | 1,2 |

Total budgeted cost: £89,537

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 2021 to 2022 academic year.

Taken from 2021-22 PP strategy aims

Teaching Priorities

The [PSHE curriculum](#) is now embedded across the school from Yr R – 6 and complies with the statutory [DFE RSHE](#) guidance. Self-regulation strategies are practiced through the use of 'calm me time' in lessons, and through the [Zones of Regulation](#) work our school ELSA has begun with targeted groups of children. Leads in all curriculum subject areas have monitored the use of BLP characters within Smartboard slides and identified this as an area of development. There is now a consistent approach across the school to ensure metacognitive strategies are explicitly identified and modelled through quality first teaching. A staff member has been identified to do the NPQ for Behaviour and Culture and will begin to plan a tailored progression of skills document across the school, building on the personal, social and emotional development criteria of the EYFS framework, in the academic year 2022-23. Children's use of BLP is celebrated through the weekly 'Wonderwall' in celebration assembly and Marvellous Me BLP badges are awarded to further promote parental engagement with these and our school values. Half termly PSHE newsletters have had the characters in focus across the year, to explain further to parents the purpose and value of these transferable skills, beyond that of the classroom.

The first full year of our new drama curriculum has been successfully completed for Years 3-5. This comprises of a weekly lesson for each class (6 in total) with a qualified secondary trained drama teacher. The curriculum has been developed in liaison with class teachers, wherever possible building on the teaching and learning already happening in the classrooms e.g. a Y4 unit on Charlie and the Chocolate Factory, building knowledge of playscripts/ afocussed text in English, Anglo Saxons and Vikings in history. However, overwhelmingly the core values and transferable skills developed over the year, namely teamwork, confidence, self-esteem, respectful relationships and providing and responding to constructive and developmental feedback has supported all pupils, including our most vulnerable pupils, to develop their oracy and self-regulation skills. 100% of pupils in Y4 and 5 took part in the end of summer production and 100% of those willingly took part in a workshop style audition process, feeling safe and secure to do so. Children also focussed on SEL through anti-bullying week workshops, friendship groups and yoga sessions delivered by our drama teacher outside of the drama timetable.

Pixl continues to be used for termly summative assessments in maths and English for Y2-6 (Y1 Summer term) and staff are more confidently using and analysing the data given in the QLAs to identify and address gaps in knowledge and understanding, adapting planning more rapidly to meet this need. Distance marking is used daily to ensure misconceptions are addressed

quickly and that all groups of children are supported to move on to the next step in their learning as soon as they are ready.

The bottom 20% of readers in each cohort have been identified and further support has been put in place for these children, co-ordinated by the Reading Lead. Robust research has been completed by Reading Lead and HT into validated systematic synthetic phonics schemes and My Letters and Sounds has been identified to begin next academic year. All staff, including teachers and TAs across both Key Stages will receive phonics training at the start of 2022-23 academic year.

DHT has completed NPQH which initially drove the vocabulary focus across the school. Vocab Ninja is embedded as daily practice in every year group, including EYFS, and this has been developed further to ensure all foundation subject Smartboards include a non-negotiable vocabulary slide for all lessons and knowledge organisers have key vocabulary identified. Where it is felt a child or group of children may benefit from the pre-teaching of key vocabulary, this is an approach that is being more widely used across the school e.g. one pupil premium child, who also has EAL, was provided time to read and explore the class text in advance of each lesson in English, the day before, across a unit of work. The class teacher reported a noticeable difference in the child's ability to access the class input the next day and he was able to answer questions and contribute more independently on the carpet. The model and benefits of pre-teaching is being shared across the school, particularly with a focus on our disadvantaged, EAL and SEND pupils, and will continue to have a high focus next academic year to support quality first inclusive practice.

Targeted Academic Support

Two qualified teachers, known to the school, have provided tutoring support via the Catch Up Premium this year, which has included identified disadvantaged pupils for support. The focus for the sessions is directly informed by Pixl QLA data and teacher assessment.

Additional TA support has also been provided in the afternoons as part of the covid catch-up curriculum, delivered predominantly through Pixl interventions. For the next academic year, we aim to utilise this time differently, moving to a model of in class support through quality first inclusive practice, to ensure all pupils have access to a full broad and balanced curriculum.

Wider Strategies

The new pastoral team has been established and roles clearly defined. The Family Welfare Officer (FWO) is completing training to be the Senior Mental Health Lead in school and has provided a number of parents in the community outreach support and appropriate signposting to services such as Early Help. FWO and Attendance and Welfare Officer (AWO) work closely together to monitor attendance, providing support to families to improve this where needed and report back to the HT, DHT and Attendance governor regularly. To support their roles, they have completed Emotionally Based School Avoidance training and this has had a positive impact on addressing the persistent absence of some of our disadvantaged children, with those children now attending more regularly.

The FWO, ELSA and school counsellor meet regularly to triangulate referrals for children and/or their families to provide early intervention. A new [pastoral team handbook](#) has been

developed by the DHT to ensure all stakeholders are aware of the provision of support available and the clearly defined roles within the team. The number of children and families requiring early intervention is increasing within the school community and the cost of living crisis, diminished provision for mental health support and inadequacies in the Local Authority offer via Children's Services attributing to this. We aim to increase our provision of school counselling/play therapy by an additional half a day in the academic year 2022-23 to further support meeting this need, while wider services beyond the school continue to be stretched.

Further support has been provided to individuals and groups of disadvantaged children through the subsidies of uniform (ties in KS2, bookbags in KS1 and PE shirts at the start of each key stage) school trips, clubs and residential. In addition, football coaching and instrumental tuition for identified gifted and talented sportsmen/musicians has been targeted as well provision of daily school milk for all FSM children in KS2.

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 |
|-----------------------|--------------------|
| Jigsaw PSHE | Jan Lever Group |
| Pixl Primary | Pixl Club Ltd |
| My Letters and Sounds | Schofield and Sims |

Service pupil premium funding (optional)

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

| Measure | Details |
|--|---------|
| 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 |

Further information (optional)

While our pupil premium numbers increased from 11.8% to 13.3%, this accounted for a real term decrease in Pupil Premium funding allocation for the academic 2022-23 of - £11,775 from the previous year.