

# 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	413
Proportion (%) of pupil premium eligible pupils	11.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2026/2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Donna Jagger
Pupil premium lead	Donna Jagger
Governor / Trustee lead	Nigel Clout/Glen Thomas

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 78,360 £ 3,030 (PP Plus)  Total: £81,390
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,849
<b>Total budget for this academic year</b>	£92,239 N/A

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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# Part A: Pupil premium strategy plan

## Statement of intent

At Arunside School, we are committed to ensuring that every child is fully prepared for the next stage of their education. We recognise our responsibility to provide all pupils—particularly those from disadvantaged backgrounds—with the skills, experiences, values, and academic foundations necessary to thrive in an ever-changing world.

Our ambition is for all children to achieve outcomes that exceed national expectations across all phases of learning. This will be achieved through a broad and balanced curriculum that nurtures the whole child, fosters enjoyment, and creates lasting memories.

Building upon the National Curriculum, our bespoke curriculum places citizenship and learning skills at its core. We deliver topics that reflect the diversity and context of our community, ensuring relevance and representation. Enrichment opportunities such as Forest School and Drama are embedded to promote confidence, creativity, and essential life skills.

We are proud to be an inclusive school, guided by our vision: *“Every child, every day.”* Through the teaching of metacognitive strategies, known as our ‘Learning Powers’, we empower children to develop resilience, independence, and a growth mindset. These strategies encourage pupils to take risks, learn from mistakes, and realise their full potential.

We acknowledge the need to further embed metacognition and emotional resilience across the school. Our assessments have identified a growing need to prioritise oracy and vocabulary development, particularly for disadvantaged and EAL learners. These areas now form a key focus within our wider teaching and learning strategy.

Senior leaders have recently engaged with the Local Authority’s *‘Everyone Achieves’* initiative and *‘The Write Way Forward’* programme, both aimed at improving outcomes for disadvantaged pupils. The insights gained from these projects will inform and shape the objectives of our revised three-year Pupil Premium Strategy.

## Challenges

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

Challenge number	Detail of challenge
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1	<p>Observations and discussions with pupils and their parents indicate that the mental health and wellbeing of many of our disadvantaged pupils and their families need support beyond that in which wider professional agencies can provide.</p> <p>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.</p> <p>A relentless approach to school attendance, particularly with regards to our most disadvantaged pupils, is a high priority to enable these children to have access to the Quality First Teaching and Learning strategies available to them in school.</p>
2	<p>Assessments and observations indicate that educational outcomes by the end of Key Stage 2 for some disadvantaged pupils are not currently aligned with national expectations. Continued rigour is required to identify and address gaps in knowledge, with writing emerging as a key area of for development.</p> <p>Over the academic Years 2023-24, 2024-25 and now 2025-26, HT/DHT have participated in the LA 'Everyone Achieves' Project, the aim of which is to improve outcomes of our disadvantaged learners. RSL/Writing lead have also taken part in the LA 'Write Way Forward' Project, the aim of which is to improve the teaching and learning of writing across the schools. Learnings from both of these projects will continue into subsequent academic years, formulating the main part of the school development strategic priorities for at least the next two years.</p>
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>Continued review of the implementation and impact of My Letters and Sounds is of a high priority throughout the school in order to identify children needing additional intervention to 'keep up' not 'catch up'.</p>
4	<p>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.</p> <p>A review of the schools Vision and Values with wider stakeholders has taken place and a progression of skills for Building Learning Power is in place. Time now needs to be spent embedding these by all.</p>

## 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 demonstrated by:</p> <ul style="list-style-type: none"> <li>Increased staffing capacity within the pastoral team maintains a Family Welfare Officer, Assistant SENCo</li> <li>Appropriate CPD opportunities identified to increase staff capability in relation to their new roles</li> <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 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 will be fully implemented with tailored assessments designed to assess impact on personal development of pupils</li> <li>Revised school Relationship and Behaviour policy will be embedded</li> </ul> <p><b>Additions for 2025–26</b></p> <ul style="list-style-type: none"> <li>The school will have successfully achieved the Wellbeing Award for Schools Accreditation, reflecting our commitment to supporting the mental health and wellbeing of all pupils and staff.</li> </ul>

	<ul style="list-style-type: none"> <li>• The Assistant SENCo will complete the newly introduced Level 5 Assistant SENCo Apprenticeship, enhancing the school's capacity to support Pupil Premium pupils with additional needs or barriers to learning.</li> <li>• The newly launched DfE Attendance Dashboard will be utilised to strengthen the monitoring of attendance across the school. Particular focus will be placed on pupils from disadvantaged backgrounds to enable timely intervention and targeted support</li> </ul>
To achieve and sustain improved progress measures for disadvantaged pupils from their individual starting points.	<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 to use QLA data to inform teacher's planning and targeted work with children</li> <li>• Insight and Pixl data will show more disadvantaged pupils are achieving the expected standard</li> <li>• A robust teaching of phonics using a validated systematic synthetic scheme is used, which aims to provide:</li> <li>• sufficient support for children in reception and key stage 1 to become fluent readers</li> <li>• a structured route for most children, including disadvantaged pupils, to meet or exceed the expected standard in the year one phonics screening check</li> <li>• 'The Write Way' project to be embedded by Writing Lead and RSL in partnership with WSCC, best practice of which will inform teaching and learning strategies in writing across the school</li> <li>• 'Everyone Achieves' project for disadvantaged children to be embedded by HT/DHT in partnership with WSCC, with a particular focus on First and Best Principles for PP children and an enhanced package of CPD delivered to TAs informed by MITA</li> </ul>
To improve oral language skills and vocabulary development for all pupils from their EYFS baseline data,	<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> </ul>

particularly for our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• PIXL QLA of diagnostic reading assessments indicate pupils are able to answer vocabulary questions with increasing confidence, demonstrated through impact tests</li> <li>• Sustained role of a dedicated Oracy Lead in school to further develop work of Voice 21, implement NELI in EYFS, raise profile of the school library and early literacy skills in school</li> </ul>
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.	<ul style="list-style-type: none"> <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 Wonder Wall to promote learning skills beyond the classroom</li> <li>• SLT, subject lead and Governor monitoring reports will reflect BLP impact over time, with a focus on outcomes for disadvantaged pupils</li> <li>• Revised Vision and Values will be embedded by all stakeholders</li> <li>• BLP Progression of skills will be embedded and regularly reviewed by all stakeholders</li> <li>• British Values curriculum will be embedded through PSHE lessons</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: £20,000 (CPD not fully costed at the time of writing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further work to embed SEL, metacognition and self-regulation	There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies	4

strategies into routine educational practices and supported by professional development and training for all staff (including. TAs)	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. <b>EEF Metacognition and Self-Regulation</b>	
<p>Embedding of VIPERS skills 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>Retention of dedicated Oracy Lead to implement Voice 21 oracy strategies across the school through staff CPD, delivery of bespoke library lessons, oracy resources to support parents and specific oracy intervention e.g NELLI</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><a href="https://voice21.org/impact-report-2021/">https://voice21.org/impact-report-2021/</a> <b>Voice 21 Impact report 2016-2021</b></p>	3
<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</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</p>	2,3



<p>are interpreted correctly and interventions explicitly linked</p> <p>Everyone Achieves and The Write Way Forward projects to be completed and embedded by relevant school leaders, including a package of CPD for all staff including TAs</p>	<p>intervention to classroom teaching, to maximise impact back in the classroom.</p> <p><b>The EEF Guide to the Pupil Premium</b></p> <p><i>Addressing Educational Disadvantage in Schools -</i></p> <p>Mark Rowland.</p> <p>In order to understand the impact of TAs on pupils' learning outcomes it is important to look at how they are currently being used in schools. The DISS project revealed ambiguity and variation in the way TAs are used both within and between schools. In one sense TAs can help pupils indirectly, by assisting the school to enhance teaching (e.g. by taking on teachers' administrative duties), but as we shall see, many TAs also have a direct teaching role, interacting daily with pupils (mainly those with learning and behavioural needs), supplementing teacher input and providing one-to-one and small group support.</p> <p><b>The EEF Guide to Making the Best Use of Teaching Assistants</b></p> <p><a href="https://www.maximisingtas.co.uk/research">https://www.maximisingtas.co.uk/research</a></p> <p><b>Maximising the Impact of Teaching Assistants</b></p> <p><b>The EEF Guide to Improving Literacy in KS2</b></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,000 (CPD not fully costed at the time of writing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of retired teacher to implement curriculum tuition for pupils whose education has been most impacted by the pandemic until April 2026. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<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><b>One to one tuition   EEF (educationendowmentfoundation.org.uk)</b></p> <p>And in small groups: <b>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</b></p>	2,3

<p>Additional Teaching Assistant hours to run structured whole school Pixl interventions, 1:1 speed reading, pre-teaching</p> <p>TA additional hours 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</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><b>EEF – Making the Best Use of Teaching Assistants</b></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><b>EEF - One to one tuition</b></p> <p>And in small groups:</p> <p><b>EEF - Small group tuition - Toolkit Strand</b></p>	2

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

Budgeted cost: £30,000 (CPD not fully costed at the time of writing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased capacity within pastoral team to include retention of a Family Welfare Officer, and Assistant SENCo/ELSA.</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>A high priority will be placed on the good attendance of all pupils, with a particular focus on those from disadvantaged backgrounds. This will be supported by targeted work with pupils and their families delivered by Family Welfare &amp; Attendance Officer.</p>	<p>Supporting schools to tackle the factors hindering socio-economically disadvantaged pupils' progress has never been more important. The gap in attainment between disadvantaged pupils and their classmates remains stubbornly wide, and more families are falling below the poverty line as a result of the cost-of-living crisis. Just over 2.2 million pupils were eligible for Pupil Premium funding in January 2023, an increase of around 2% on the previous year.</p> <p>The analysis also found that an overwhelming majority of schools are using education evidence to identify the best ways of supporting disadvantaged pupils in their school communities. Almost 9 out of 10 (88%) of the statements analysed referred to using EEF resources to guide their Pupil Premium spend, with greater take-up in schools with higher proportions of eligible pupils.</p> <p><b>The EEF Planning and Reflection Tool for Supporting School Attendance</b></p> <p><a href="#">Access your school attendance data - GOV.UK</a></p>	
<p>Programme of parental engagement activities to include accessible videos and face to face sessions to support learning and social and emotional aspects of learning.</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>1, 4</p>
<p>Subsidisation of enrichment activities (e.g. where appropriate trips, Y4/6 residential, extra-curricular clubs and enrichment opportunities) for disadvantaged pupils. Further subsidy for some school uniform items at key phases e.g bookbag in KS1 and tie at KS2</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>	<p>1,2</p>

**Total budgeted cost: £90,000**

## **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 2024 to 2025 academic year.

## **Taken from 2024-25 PP strategy aims**

### **Teaching Priorities**

End of KS2 performance data July 2025:

Subject	FSM Standardised Score	Non-FSM Standardised Score	FSM Value added
Reading	105.1	108.5	+1.3
Writing	94	102	-5.5
Maths	102.3	108.2	-0.9

### **Curriculum and Pastoral Development**

The [PSHE curriculum](#) remains fully embedded across the school from Year R to Year 6 and continues to comply with statutory [DFE RSHE](#) guidance. We are aware there will be changes to this guidance in 2025-26 and the PSHE lead will be monitoring this carefully. Over the past year, the PSHE Lead has continued to further refine the curriculum to reflect the evolving needs of our community. Additional lessons, including First Aid and explicit teaching of British Values, have now been fully implemented and additional lessons for UKS2 on Protected Characteristics have been added.

Self-regulation strategies continue to be practiced through the [Zones of Regulation](#). Our Behaviour and Relationships Policy is well established and consistently applied across the school. This is due to be reviewed in the 2025-26 academic year. Following the OFSTED visit in September 2023, the school was praised for its strong behaviour culture:

“Pupils’ behaviour in lessons is impressive. They focus diligently on what they are learning. A small number of pupils who may find managing their behaviour more challenging get the help they need from the caring pastoral team.”

The weekly ‘Time to Talk’ club for KS2 pupils, led by the PSHE Lead, remains a valued part of our pastoral offer. Attendance has remained strong, particularly among older disadvantaged pupils, supporting emotional literacy and peer relationships.

### **Assessment and Teaching Practice**

Pixl continues to be used for termly summative assessments in Maths and English for Years 2–6 (and Year 1 in the summer term). Staff confidence in using QLA data has grown, enabling more responsive planning and targeted teaching. Daily distance marking ensures misconceptions are addressed promptly, supporting all learners to progress. Subject leads in English and Maths continue to monitor this closely.

Support for the bottom 20% of readers in each cohort remains a priority. The Reading Lead coordinates targeted interventions, and the consistent use of *My Letters and Sounds* has led to sustained success in the Year 1 Phonics Screening Check, with results remaining above

national expectations. Children entering KS2 who require further phonics support are identified early and receive tailored interventions.

OFSTED noted:

“The school’s phonics scheme precisely sets out the sounds and words that pupils should learn in a sensible order. It is taught well... Pupils who find reading more challenging get targeted support from a range of staff and trained volunteers.”

### **Oracy and Literacy Development**

A dedicated Oracy Lead continues to deliver library-based lessons using Voice 21 principles. These sessions support staff CPD and embed oracy strategies across the curriculum. The school library is now open before school and at lunchtimes, with a designated emotional well-being space. The literature collection has been further diversified to reflect inclusion and representation.

The Headteacher and Deputy Headteacher have completed the second year of the LA *Everyone Achieves* project. CPD around the “First and Best” approach for disadvantaged pupils has been extended to all staff and is now embedded in the 2024–25 and 2025-26 School Development Plan. This includes a focus on *Maximising the Impact of Teaching Assistants (MITA)*. Pupil Premium profiles continue to be used to identify individual barriers to learning, with SLT monitoring and pupil voice evidencing their impact. Further work will continue to further delve into individual barriers for learning specifically for our disadvantaged learners next academic year. Outcomes for the project so far can be found here:

<https://schools.westsussex.gov.uk/Page/38599>

The Raising Standards Lead and Writing Lead have completed the second year of the LA *Write Way Forward* project. Planning adaptations and CPD opportunities for writing have been extended to all year groups, with the next focus on challenge for Greater Depth writers in the 2025-26 academic year.

Targeted Academic Support - Tutoring via the Catch-Up Premium continues, delivered by a qualified teacher familiar to the school. Sessions are informed by Pixl QLA data and teacher assessments, ensuring alignment with classroom learning.

Additional afternoon TA support remains in place to reinforce inclusive practice. This time is used to address misconceptions, pre-teach upcoming content, and deliver targeted interventions, ensuring all pupils access a broad and balanced curriculum.

### **Wider Strategies**

The pastoral team continues to be a cornerstone of support for our school community. The Family Welfare Officer (FWO) has strengthened attendance strategies, supported by an

Educational Welfare Officer. Use of Fisher Family Trust data enables early identification of attendance concerns, contributing to improved outcomes for disadvantaged pupils.

Staff have received CPD on identifying Young Carers, resulting in successful referrals and enhanced support. The wider pastoral team meets regularly to coordinate early intervention for children and families. Demand for support has increased due to the cost-of-living crisis and reduced external agency provision. Retaining a robust pastoral team remains a strategic priority.

Disadvantaged pupils continue to benefit from subsidised access to uniform (ties, bookbags, PE shirts), school trips, clubs, and residentials. Targeted support for gifted and talented pupils in sport and music has also been maintained through coaching and instrumental tuition.

## 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
Pixl Primary	Pixl Club Ltd

## 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)

*Further consideration should be taken into account that the threshold criteria for the Pupil Premium has not changed for many years. With the cost of living crisis impacting so many, we identify a significant number of our families as 'vulnerable' even though they are not eligible for FSM.*