

# Arnbrook Primary School

## 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   | Arnbrook Primary School                    |
| Number of pupils in school  | 196  |
| Proportion (%) of pupil premium eligible pupils   | 52%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 21/22 – 23/24                              |
| Date this statement was published   | 05.11.21                                   |
| Date on which it will be reviewed   | July 2022                                  |
| Statement authorised by   | Peter Fowlie<br>Headteacher                |
| Pupil premium lead  | Emma Stringfellow<br>Assistant Headteacher |
| Governor / Trustee lead   | Graham Boyd<br>Trust CEO                   |

### Funding overview

| Detail  | Amount    |
|---|-----------|
| Pupil premium funding allocation this academic year   | £127, 775 |
| Recovery premium funding allocation this academic year  | £14,210   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0        |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £141,985  |

# Part A: Pupil premium strategy plan

## Statement of intent

At Arnbrook Primary School, we believe that all children are entitled to an education which allows every child to achieve their potential regardless of their starting point in life or personal circumstances.

We aim to remove the barriers that stand in the way of our children achieving their full potential regardless of whether they are disadvantaged or not. We support our vulnerable children by being aware of the individual challenges they face and tailoring the curriculum to them. The support we offer takes on many different forms inside and out of the classroom, but with an emphasis on quality first teaching of a full and in-depth curriculum.

Our strategy is an integral part of the recovery program. Every aspect of the curriculum and the children's lives that has been affected by the pandemic has been considered and strategies put in place for all children. Vulnerable children's well being and progress is a whole school approach and everyone's responsibility. The strategies we implement work together to give our children the best possible chance to succeed.

We will provide experiences they might not otherwise have, through engaging practical sessions, trips, visitors and a broad, hands on curriculum tailored to the needs of our children. We will support their emotional wellbeing and physical health through keeping them active and educating the children and their families on a healthy balanced lifestyle, as we believe all children have the right to not go hungry.

We support our children but their families as well to improve their lives and equip them with all they need to succeed in life.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Poor attendance and punctuality – many of our disadvantaged pupils have poor attendance and punctuality, caused by a range of factors including attitude towards education, distance from school and issues at home. |
| 2                | Poverty of language (poor spoken English & limited vocabulary knowledge), alongside poverty of experience and aspiration in relation to  |

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|                                      | experiences which can be drawn upon in their writing and lack of exposure to high quality stories and texts at home. Across the school but particularly in EYFS.   |
| 3                                    | Disadvantaged pupils with particular areas of weakness in reading, writing and/or maths; gaps in their learning or misconceptions which prevent further progress.  |
| 4                                    | Poor emotional wellbeing and mental health due to a range of factors including chaotic home life & traumatic life experiences.   |
| <b>Due to the COVID-19 pandemic:</b> |  |
| 5                                    | Significant gaps in pupils' skills and knowledge due to lack of daily teaching and daily practice.   |
| 6                                    | Pupils have missed significant experiences affecting their cultural capital and ability to make connections in their learning.   |
| 7                                    | Widening attainment gap between disadvantaged and non-disadvantaged pupils due to lack of daily teaching and appropriate intervention  |
| 8                                    | Lack of engagement with home learning during school closure/self-isolation   |
| 9                                    | Poor speech and language; lack of opportunity for regular, sustained dialogue with range of peers/adults and appropriate modelling of vocabulary from adults.  |
| 10                                   | Home environments lacking structure, routines and appropriate boundaries during school closure - affecting pupils' behaviour for learning and mental health  |
| 11                                   | Mental health/wellbeing issues affecting our pupils' wellbeing and academic performance. Alongside a rise in safeguarding and child protection issues, including "Hidden" safeguarding and child protection risks and harms.   |
| 12                                   | Pupils in KS1 have missed a substantial amount of daily phonics teaching due to school closure. In addition, many pupils did not read regularly at home or practise their phonics skills. Baseline assessments show that there is a clear increase in the number of disadvantaged pupils in the lower phonics bands. |

## 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   |
|--|--|
| Significantly raise attendance levels for disadvantaged pupils.  | Target of 97% for all pupils is met, the gap between disadvantaged and non-disadvantaged pupils' attendance eliminated and reduction in the number of persistently absent pupils (below national average). |
| Improving the quality of teaching and learning in writing to address the needs of disadvantaged pupils & improve their achievement in writing. | Eradicate the gap between disadvantaged and non-disadvantaged pupils achieving both the 'Expected standard & Greater Depth, within school and in comparison to national figures.                           |

|   |  |
|---|--|
|   | The number of disadvantaged pupils achieving greater depth increases from 2018-19 (last external data point).  |
| Diminishing the difference between disadvantaged and non-disadvantaged pupils in relation to outcomes in reading, writing and maths across the school, to ensure they are ready for the next stage in their education.                      | Program of cost-effective interventions in place which ensure that disadvantaged pupils catch up quickly & ensure most able disadvantaged pupils achieve well.   |
| Improved maths attainment for disadvantaged pupils at the end of Key Stage 2  | Proportion of disadvantaged pupils achieving expected + at the end of KS2 rises and is in line with National.  |
| Improved reading attainment among disadvantaged pupils.   | An increase in proportion of disadvantaged pupils meeting expected and greater depth standard, to ensure they are prepared for the next stage in their education.  |
| Improved reading and maths attainment for most able pupils at the end of Key Stage 1.   | An increase in proportion of disadvantaged pupils meeting greater depth standard, to ensure they are prepared for the next stage in their education.   |
| To improve the communication and language skills of pupils across the school but particularly in EYFS; expressive and receptive vocabulary, listening and narrative skills; to ensure they are ready for the next stage in their education. | Targeted pupils will have improved their communication and language skills, with particular improvements in vocabulary, listening and narrative skills and diminish the difference between disadvantaged pupils and non disadvantaged pupils.  |
| Improve the emotional health and well-being of disadvantaged pupils across the school   | <p>Program of interventions and approaches used swiftly and appropriately. Children can articulate how to identify when they need help with their mental health and how to get it.</p> <p>Vulnerable and younger children to have effective strategies for communicating and expressing their feelings and concerns.</p> |
| To broaden the range of and access to engaging learning experiences to diminish poverty of experience.  | Pupils experience an increased number of such experiences. Disadvantaged pupils have sufficient cultural capital to prepare them for life in modern Britain.   |
| To rapidly improve KS1 pupils' ability in phonics & reading fluency; phonological awareness and letter-sound knowledge, oral blending, sight reading of phonetically irregular words, their ability to read fluently.                       | To rapidly improve KS1 pupils' ability in phonics & reading fluency; phonological awareness and letter-sound knowledge, oral blending, sight reading of phonetically irregular words, their ability to read fluently.  |

## 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: £48,299

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Development of the Curriculum; subject leaders given leadership time to monitor and evaluate standards in their subject and implement further improvement alongside Trust and school senior leaders.</p> <p>This will ensure the quality of education is of a high standard, broad and balanced which builds upon the pupils' cultural capital, addressing pupil's poverty of language.</p> <p>Funding used to cover the cost of releasing teachers.</p> | <p>The curriculum is key to providing opportunities for our disadvantaged pupils to have experiences they may not otherwise have. It must broaden their horizons and give them new aspirations and opportunities to achieve the best they can.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/">https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/</a></p>  | 2, 5, 6, 7, 8, 9              |
| <p>All relevant staff members to attend Read Write Inc. training to ensure phonics is taught systematically.</p>  | <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/Phonics">Phonics</a>   <a href="https://educationendowmentfoundation.org.uk/EEF">EEF</a> (educationendowmentfoundation.org.uk)</p>   | 3, 5, 7, 8, 9, 12             |
| <p>Additional teacher in Y6 to ensure that year 6 pupils in mixed class received appropriate level of challenge in maths, guided reading, science and PHSE.</p>   | <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/">https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/</a></p> | 2, 3, 5, 6, 7, 8, 9           |

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| Class novels and top reads for each year group updated to reflect a diverse range of authors, characters and themes. | <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>Evidence shows the importance of children experiencing a wide range of cultures, to ensure they're prepared for life in modern Britain.</p> <p><a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies/">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> | 2, 3, 4, 5, 6, 7, 9, 12    |
| Learning mentors recruited to provide bespoke pastoral support for individual and groups of pupils.                  | <p>Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p>  | 1, 4, 7, 8, 10, 11         |
| Support for ECT by providing them with a tutor and a mentor throughout the early years of teaching.                  | <p>Evidence suggests that Instructional Coaching is currently one of the strongest forms of CPD in terms of pupil outcomes and, because of this, it forms the backbone of our Early Career Teachers.</p> <p><a href="https://ambitioninstitute.org/new-approaches-for-early-career-teachers-and-their-mentors/">New approaches for early career teachers and their mentors   Ambition Institute</a></p>  | 2, 3, 4, 5, 6, 7, 8, 9, 11 |

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

Budgeted cost: £47,871

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| AHT teaching and lead intervention groups of targeted disadvantaged pupils who are at risk of not reaching ARE or targeted for greater depth, twice per week in EYFS, Y2 & Y6  | Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.<br><b><u>Individualised instruction   EEF (educationendowmentfoundation.org.uk)</u></b>  | 3, 4, 5, 6, 7                 |
| 1:1 phonics top-up sessions (daily sessions) for identified pupils in Y1/Y2 who need additional support to pass phonics screening check. Support provided for parents to be able to support their child easily at home with resources to help. | The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.<br><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a><br>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.<br><b><u>One to one tuition   EEF (educationendowmentfoundation.org.uk)</u></b> | 3, 5, 7, 12                   |
| Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.   | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:<br><b><u>Oral language interventions   EEF (educationendowmentfoundation.org.uk)</u></b>   | 2, 3, 5, 6, 7, 9              |
| Third Space maths teaching for the year; 1:1 online maths teaching for 15 pupils per term. Taught in 15 week blocks, 1 hour session each week.   | The EEF report describes Third Space Learning as "an excellent holistic learning experience via one-to-one tuition that individualises learning and has the potential to accelerate it."   | 3, 7                          |

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|  | Year 6 Third Space maths data shows excellent progress scores for disadvantaged children who received the intervention weekly.  |                             |
| Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring 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>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><u><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></u></p> <p>And in small groups:</p> <p><u><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p>  | 2, 3, 5, 6, 7, 8, 9, 10, 12 |
| Lightning Squad reading intervention for 30 KS2 struggling readers.  | <p>Tutoring with the Lightning Squad is a reading tutoring programme where pupils work in small groups with a tutor to improve their reading skills. The tutoring is a blended approach with face-to-face tutoring supported by an online tutoring platform. The tutoring activities are designed and structured to improve reading skills, fluency, comprehension, spelling and phonics. Pupils work through 65 specially written, engaging and illustrated stories.</p> <p><u><a href="#">FFT Tutoring with the Lightning Squad - FFT</a></u></p> |                             |

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

Budgeted cost: £45,812

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Introduce mental health programme across the school through . Stormbreak surge program - | Targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.<br><a href="https://www.gov.uk/government/publications/transforming-children-and-young-peoples-mental-health-provision">Quick read: Transforming children and young people's mental health provision - GOV.UK (www.gov.uk)</a>   | 4                             |
| Magic breakfast – provision of free breakfast for all pupils.                            | At the end of the intervention around 70% of participating intervention schools (that responded to the follow-up headteacher survey) reported that they planned to continue breakfast provision, which reflects the positive experience of the intervention and perceived positive impacts. For example, the majority of headteachers felt that concentration, behaviour, attendance, and attainment had improved.<br><a href="https://www.educationendowmentfoundation.org.uk/magic-breakfast">Magic Breakfast   EEF (educationendowmentfoundation.org.uk)</a>  | 4, 1                          |
| FareShare – provision of weekly food parcels for vulnerable families                     | In 2019/20, prior to the outbreak of the Covid-19 pandemic, there were 320,000 children in the households referred to a food bank in the Trussell Trust network. The number of children supported increased by 49% in the year between 2018-19 and 2019- 20. The increasing numbers of children affected by destitution whose families needed to use a food bank, in particular households with three or more children, highlights where action could be taken. Larger families are increasingly likely to need to use a food bank as the impacts of the two-child limit policy continue to take effect and there is an overall cap on the | 4, 1                          |

|                                  |   |              |
|----------------------------------|---|--------------|
|                                  | <p>benefits to which their families are entitled.</p> <p><a href="#">R2 Kellogg A Lost Education.pdf (kelloggs.co.uk)</a></p>   |              |
| Think children                   | <p>Think Children provides vital early help for primary school children in Nottinghamshire and the City of Nottingham who are struggling to cope with emerging emotional, social and/or behavioural issues.</p> <p><a href="#">Quick read: Transforming children and young people's mental health provision - GOV.UK (www.gov.uk)</a></p>   |              |
| Free breakfast club places       | <p>Research into eating breakfast showed that it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club.</p> <p><a href="#">📄 Magic Breakfast   EEF (educationendowmentfoundation.org.uk)</a></p>  | 1, 4, 10, 11 |
| Attendance prizes and incentives | <p>Attendance rewards and incentives are working well and parents and children both strive to receive them. "Use clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences. Make sure these systems are inclusive and appropriate for all pupils."</p> <p><a href="#">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>  | 1, 10, 11    |
| Guitar tuition & instrument hire | <p>"Music can make a powerful contribution to the education and development of children, having benefits which range from those that are largely academic to the growth of social skills and contribution to overall development. It is a unique form of communication that can change the way pupils feel, think and act. Ofsted say that children's involvement in music engages and re-engages pupils, increasing their self esteem, and maximising their progress in education and not just in music."</p> <p><a href="#">Microsoft Word - NPME FINAL (publishing.service.gov.uk)</a></p> | 4, 6         |

|   |  |                       |
|---|--|-----------------------|
| Attendance support worker to help improve pupil's attendance. | <p>The attendance support worker provides continuity for parents who need support and keeps the profile and expectations of attendance at the school high.</p> <p><a href="http://www.gov.uk">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p> | 1, 4, 5, 6, 7, 10, 11 |
|---|--|-----------------------|

**Total budgeted cost: £141,982**

## 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 2019 in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

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. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and our determination to help our disadvantage pupils access the curriculum we provided and support them during lockdown.

Strategies included;

- Live lessons twice a week.
- Daily live phonics sessions for pupils in need of intervention.
- Minimum of 3 hours learning per day provided for all pupils.
- Weekly check in phone call with class teacher.
- SLT twice weekly check in's with children and parents of vulnerable disadvantaged pupils.
- Consistent monitoring of engagement and follow up of non-completion of work.
- Full curriculum delivered to key worker and vulnerable children in school.
- White Rose used for Maths teaching.
- Online lessons for RWI phonics were accessible to parents.
- Laptops provided to pupil premium and vulnerable families and support given to access lessons.
- Learning mentor contacted vulnerable disadvantaged pupils who would have been in her care in school, during lockdown.
- Data provided in the form of sim cards.
- Printed packs provided and resources where necessary.
- Support given to parents to help them while their children learn at home.

- Food parcels were made available for any family that needed them through the charity FareShare. These were delivered to families who weren't in school along with packs of work where necessary.

We have a relentless focus on ensuring high attendance for all our pupils. We have seen major improvements in attendance, in part due to effective use of pupil premium funding, however fully recognise the need for further improvement in this area, hence it's inclusion in our latest strategy. In the year 2018/19 the proportion of pupils who were persistent absentees was reduced by 3.6% and overall absence was reduced by 0.7%. In the year 2018/19 the proportion of disadvantaged pupils' who were persistent absentees was reduced by 3.5% and disadvantaged pupils' overall absence was reduced by 0.2%.

Data available prior to the COVID-19 pandemic and school closure shows that disadvantaged pupils' attendance made significant improvement in 2019/20. Persistent absence for disadvantaged pupils was reduced by 3.5% and overall absence for disadvantaged pupils reduced to 5.7% (0.1% difference to national). We are confident that this rapid improvement will continue, due to the trend we've seen in school attendance data during the 2019/20 and 2020/21 academic years, despite the pandemic and associated school closures. Prior to school closure in January 2021, Autumn Term 2020 attendance was 95.3%. At this point the year before (2019/20) whole school attendance was 95%. This indicates that attendance would have continued to improve in 2020/21.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. 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. The launch of the Storm break program is a direct response to the decrease in children's mental health and well being as a result of COVID-19. The majority of children who spend time with our learning mentor are disadvantaged.

## Externally provided programmes

| Programme                           | Provider             |
|-------------------------------------|----------------------|
| 3 <sup>rd</sup> Space Maths Tuition | 3rd Space Education  |
| Lightning Squad                     | Fischer Family Trust |

**Service pupil premium funding (optional)**

**Further information (optional)**