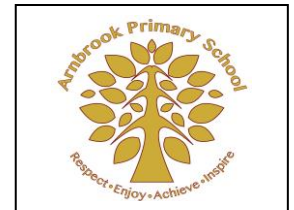


Pupil premium strategy statement



Summary information					
School	Arbrook Primary School				
Academic Year	2019/20	Total PP budget	£145,200	Date of most recent external PP Review	January 2019
Total number of pupils	243	Number of pupils eligible for PP: Number of LAC Service children	110 (45.3%) 1 3	Date for next internal review of this strategy	Autumn: 8.12.19 Spring: 31.3.19 Summer: 22.7.19

At Arbrook 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. The government believes this additional funding is the best way to tackle those inequalities to enable children to have the best outcomes.

What are the main barriers to educational achievement faced by pupils eligible for pupil premium funding at Arbrook Primary School?

We have identified four main barriers to learning for our disadvantaged pupils, which are linked to a specific priority in the next section of this document:

- 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.
- Poverty of language (poor spoken English & limited vocabulary knowledge), alongside poverty of experience and aspiration in relation to experiences which can be drawn upon in their writing and lack of exposure to high quality stories and texts at home.
- Disadvantaged pupils with particular areas of weakness in reading, writing and/or maths; gaps in their learning or misconceptions which prevent further progress.
- Poor emotional wellbeing and mental health due to a range of factors including chaotic home life & traumatic life experiences.

In addition, we have identified 5 key aspects of child poverty and disadvantage which affect our pupils:

- Material poverty;
- Emotional poverty;
- Poverty of experience;
- Poverty of language; and
- Poverty of aspiration.

Our hope is that as a school we can strive to ameliorate, where we can, the causes and effects of emotional, experiential and material poverties. Each of these we believe is a specific barrier to pupils learning. We ensure our curriculum addresses each of these areas of poverty & our provision mapping includes a target for each pupil linked to their main barrier/area of poverty, alongside identified strategies in order to break down these barriers.

How is funding used at Arnbrook Primary School?

At Arnbrook Primary, we use funding in a range of ways to support all pupils including those who qualify for Pupil Premium. Each year we put together a comprehensive plan that we feel will best allow our pupils to meet their full potential.

We use a tiered approach to the use of our Pupil Premium spending, as outlined in the most recent EEF 'Guide to the Pupil Premium, with funding used to:

- a) Improve the quality of teaching and learning.
- b) Provide targeted academic support for disadvantaged pupils
- c) Remove non-academic barriers to disadvantaged pupil's learning.

Throughout the year we analyse the effectiveness of the interventions and strategies in place, alongside their cost, and take action, if required, to ensure the priorities for our disadvantaged pupils are met.

Our funding priorities for 2019-20 closely align with the main barriers to educational achievement for our disadvantaged pupils identified in the previous section:

Priority 1: Significantly raise attendance levels for disadvantaged pupils, with a target of 97% for all pupils, the gap between disadvantaged and non-disadvantaged pupils' attendance eliminated and reduction in the number of persistently absent pupils (below national average).

Priority 2: Improving the quality of teaching and learning in writing to address the needs of disadvantaged pupils & improve their achievement in writing. The standard of our disadvantaged pupils writing has improved across the school, however we are keen to accelerate these improvements and eradicate the gap between disadvantaged and non-disadvantaged pupils achieving both the 'Expected standard & Greater Depth, within school and in comparison to national figures. Monitoring &



evaluation shows that our disadvantaged pupils require English teaching which addresses the main barriers to their learning; poverty of language (poor spoken English & limited vocabulary knowledge) & poverty of experience and aspiration (lack of awareness of the purpose and audience of their writing, and an inability to draw on, and include in their own writing, what they have read).

*Priority 3: **Diminishing the difference between disadvantaged and non-disadvantaged pupils in relation to outcomes in reading, writing and maths*** across the school, through a program of cost-effective interventions which ensure that disadvantaged pupils catch up quickly & ensure most able disadvantaged pupils achieve well.

*Priority 4: **Improve the emotional health and well-being of disadvantaged pupils across the school***, through a program of interventions and approaches used swiftly and appropriately.

Priority 1: Significantly raise attendance levels for disadvantaged pupils, with a target of 97% for all pupils, the gap between disadvantaged and non-disadvantaged pupils' attendance eliminated and reduction in the number of persistently absent pupils (below national average).

Context & Rationale:

	2018-19		2017-18		National (17-18)	
Compulsory school age attendance	95.5%		94.9%		95.8%	
Whole school	95.36%		94.33%		N/A	
	PP	Non PP	PP	Non PP	PP	Non PP
PP & Non PP Attendance	94.09%	96.5%	93.21%	95.32%	94.3%	96.3%

	2018-19		2017-18		National (17-18)	
% PA	All	PP	All	PP	All	PP
	12.02%	16.9%	15.6%	20.3%	8.7%	16.5%

Disadvantaged pupils' attendance is too low and above the national average for disadvantaged pupils.

Rates of persistent absenteeism are too high and above the national average for disadvantaged pupils.

Milestones:	<p>Half termly reporting shows reduced absences and improved punctuality for disadvantaged pupils, in comparison to previous year and in line with national averages (target of 97% attendance for each pupil).</p> <p>Reduced number/proportion of Persistently Absent disadvantaged pupils (>8.7%) and fewer disadvantaged pupils deemed 'at risk' due to poor attendance.</p> <p>Greater proportion of disadvantaged pupils receiving attendance rewards for 100% attendance and receiving prizes for improved attendance</p>
Monitoring & Evaluation:	<p>Daily monitoring of pupils' attendance, with focus on disadvantaged pupils with attendance dropping below 93%.</p> <p>Weekly attendance meeting between HT and Attendance Officer to review current attendance information (includes data relating to disadvantaged pupils).</p> <p>Weekly review of attendance information within staff briefing and SLT meetings.</p> <p>Half termly attendance report to trust leadership team and governing body, including specific information related to disadvantaged pupils.</p>

SEF Link	Implementation	Cost	Implementation Outcomes	Impact	Reviewer
2.1	NH: School minibus transporting targeted disadvantaged children with attendance/punctuality issues to school every day (2 runs every day)	£11,652	Disadvantaged pupils with very poor attendance and home issues have good attendance and punctuality.		PF LS JC (GOV)
	EC: Free breakfast club places for targeted disadvantaged children with attendance/punctuality issues.	£9,700	Disadvantaged pupils with home issues have a healthy breakfast and a calm & settled start to the day. Punctuality and attendance are improved thanks to reduced strain on parents/carers.		PF LS JC (GOV)

	NH/SS: Deployment of x2 attendance support workers and attendance officer, to; a) monitor attendance of all children, with particular focus on children with poor attendance and/or punctuality and disadvantaged children b) support children and families in improving their attendance, in particular disadvantaged children with poor attendance and/or punctuality.	% contribution totalling £17,985	Disadvantaged pupils' attendance and punctuality improves with barriers to good attendance swiftly identified and addressed.		PF LS JC (GOV)
	SS: Attendance prizes and incentives for rewarding excellent attendance and punctuality.	£1000	Greater proportion of disadvantaged pupils receiving attendance rewards for 100% attendance and receiving prizes for improved attendance.		PF LS JC (GOV)

Priority 2: Improving the quality of teaching and learning in writing to address the needs of disadvantaged pupils & improve their achievement in writing.

Context & Rationale:

Y2 Writing			
	2017	2018	2019
Dis. Expected+	75%	42%	57%
Nat. Non-Dis. Exp+	71%	73%	
Dis. Greater D.	16%	0%	19%
Nat. Non-Dis. GD.	18%		

Y6 Writing			
Disadvantaged - W	2017	2018	2019
Dis. Expected+	53%	59%	73%
Nat. Non-Dis. Exp+	72%	83%	
Dis. Greater D.	0%	4%	22%
Nat. Non-Dis. GD.	23%	24%	

In school data shows that, despite improvement, insufficient number of disadvantaged pupils, reach Expected + and Exceeding standard for writing. In KS1 and KS2 disadvantaged pupils have shown considerable improvement – particularly in relation to those achieving Greater Depth- but the gap between disadvantaged and national non-disadvantaged pupils remain. Pupils weaknesses in writing – evidenced from a range of sources including work analysis, lesson visits and pupil discussion - focus on; poor spoken English which translates to poor written sentence structure, limited vocabulary knowledge, lack of awareness of the purpose and audience of their writing, and an inability to draw on, and include in their own writing, what they have read.

Disadvantaged pupils in particular suffer from a poverty of language, a lack of understanding of purpose and audience and lack of exposure to high-quality texts.

Milestones:	<p>Implement Talk for Writing approach to writing across the school. Ensure there is a coherent, consistent and effective approach to the teaching of writing from EYFS-Y6, with effective practice across the school delivered by confident and skilled teaching staff.</p> <p>Ensure that the school's chosen approach to writing includes specific elements to address barriers to learning for disadvantaged pupils and that these are seen 'in action' working effectively.</p> <p>Instil a love of writing in pupils; enabling pupils to see themselves as independent, creative and confident writers.</p> <p>Improved quality of teaching and learning, and therefore improved standards of pupils' writing across the school, leading to greater proportion of disadvantaged pupils achieving Expected and Greater Depth standard within all year groups.</p> <p>In EYFS, improve proportion of disadvantaged pupils achieving and exceeding GLD.</p> <p>By the end of Key Stage 1, improve writing outcomes for disadvantaged pupils, particularly for those achieving Expected+, & diminish the difference between disadvantaged pupils and non-disadvantaged pupils.</p> <p>At the end of Key Stage 2, improving improve writing outcomes for disadvantaged pupils, particularly for those achieving Expected+, & diminish the difference between disadvantaged pupils and non-disadvantaged pupils.</p>
Monitoring & Evaluation:	<p>Learning walks, pupil discussion and work analysis will be undertaken every term, with evidence triangulated and used to evaluate the school's self-evaluation and development plan for writing and formulate additional strategies or adjust current ones.</p> <p>Assessment analysis will be carried out every term, following teacher assessment data collection, and used to ascertain effectiveness of the new approach to teaching and learning of writing, alongside other forms of evidence gathering (see above).</p> <p><i>Particular focus in all monitoring and evaluation will be the performance of disadvantaged pupils.</i></p> <p>Staff feedback and surveys will provide information in the confidence of those teaching writing and on their own understanding of the needs of disadvantaged pupils and how the new approach to writing is helping disadvantaged pupils overcome their barriers to learning.</p> <p>Governors will be provided with termly reports on the impact of the approach and its implementation.</p>

SEF Link	Implementation	Cost	Implementation Outcomes	Impact	Reviewer
1.3	Provide training and professional development opportunities to enable staff to understand and implement T4W in every classroom.	£1,000 (external provider – 1 day whole school training). £500 (teachers visiting T4W Teaching School)	Teachers are confident and skilled in meeting the needs of disadvantaged pupils.		CK PF
	<p><i>Improving the quality of teaching and learning (quality first teaching) in writing is the single most important factor for the school in it's strategies to improve writing outcomes for disadvantaged pupils. The latest research from EEF supports this strategy. However, we are undertaking the following specific actions to address the needs of our disadvantaged pupils.</i></p> <p>CK/ES: When implementing T4W, ensure that disadvantaged pupils' needs are met and areas of poverty are addressed. This is to be done through an analysis of areas of poverty for disadvantaged pupils in our community alongside work analysis of disadvantaged pupils' writing to establish common areas for development. These are: a poverty of language, a lack of understanding of purpose and audience, poor sentence structure and lack of exposure to high-quality texts.</p> <p>CK: Communicate with staff so they know which areas of the T4W program are to be focused upon, which address specific areas of poverty for our pupils and known gaps in learning.</p> <p>CK: Model texts identified and shared with phases for all narrative T4W units to ensure they are suitable.</p> <p>CK: Ensure that each T4W unit begins with an inspiring hook to provide inspiration and purpose and audience in writing.</p>	£500 (resource budget for inspiring hooks)	<p>Pupil outcomes in writing improve for disadvantaged pupils; due to improved quality-first teaching, focus on oracy, language-rich learning and environment, and inspiring purpose.</p> <p>Pupils display improved use of vocabulary, improved sentence structure, greater awareness of purpose and audience and include features from pupils' own reading.</p> <p>Pupil's enjoyment of writing improves and pupils are keen, enthusiastic writers.</p>		CK PF

	<p>CK: Establish expectations of learning environments both inside the classroom and around school to ensure that there is consistency, high expectations and a celebration of writing.</p> <p>CK/EB: Interventions and small group support for disadvantaged pupils at risk of not meeting their target from teachers and teaching assistants.</p> <p>CK/EB: Within pupil progress meetings, identify disadvantaged pupils who are at risk of not meeting their target at the end of the year, identify actions to be taken and monitor their progress, hold class teachers accountable for their progress throughout the year.</p> <p>CK: Ensure that class teachers set effective, aspirational targets for pupils in their writing, on a half termly basis, to enable them to make progress and overcome barriers to their learning.</p> <p>CK/PF: Ensure that all monitoring processes consider disadvantaged pupils as a group and provide specific actions and strategies for further improvement.</p> <p>CK: Ensure writing moderation (internal and external) includes disadvantaged pupils work to ensure that judgements are robust and consistent.</p>				
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Priority 3: Improve the performance of disadvantaged pupils and diminish the difference between disadvantaged and non-disadvantaged pupils in relation to outcomes in reading, writing and maths

Context & Rationale:

In EYFS, disadvantaged pupils outperformed their non-disadvantaged peers, although this was partly a result of a small group of disadvantaged pupils in the cohort during 2018/19. Appropriate use of funding to support intervention ensured that disadvantaged pupils made progress and achieved well.

In Y1 Phonics, disadvantaged pupils perform well in relation to national non-disadvantaged pupils and, through ongoing funding and intervention, this high standard will be maintained.

In Year 2, disadvantaged pupil's performance improved during 2018/19, particularly in relation to reading & writing, although further improvements are still needed during 2019/20, with appropriate investment and use of resources and intervention.

Our end of KS2 results reflect the focus on ensuring our disadvantaged most able pupils are appropriately challenged and the effective use of intervention. The school will continue to use funding appropriately to ensure this high standard is maintained.

Across the school, disadvantaged pupils' performance has improved thanks to appropriate identification of pupils' needs and effective use of funding. Effective interventions are used across the school to ensure disadvantaged pupils catch up quickly.

Y1 Phonics	2016	2017	2018	2019
School	72%	82%	85%	85%
National	81%	81%	82%	82%

Y1 Phonics - Disadvantaged	2016	2017	2018	2019
Disadvantaged Expected	0%	67%	88%	85%
National Non Disadvantaged Expected	83%	84%	84%	84%

Y2 Disadvantaged - R	2017	2018	2019
Dis. Expected+	66%	42%	62%
Nat. Non-Dis. Exp+	78%	78%	
Dis. Greater D.	25%	17%	19%
Nat. Non-Dis. GD.	28%		

Y2 Disadvantaged-W	2017	2018	2019
Dis. Expected+	75%	42%	57%
Nat. Non-Dis. Exp+	71%	73%	
Dis. Greater D.	16%	0%	19%
Nat. Non-Dis. GD.	18%		

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Y2 Disadvantaged-M	2017	2018	2019
Dis. Expected+	58%	58%	62%
Nat. Non-Dis. Exp+	78%	79%	
Dis. Greater D.	16%	33%	14%
Nat. Non-Dis. GD.	23%		

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Y6 Disadvantaged R	2017	2018	2019	Y6 Disadvantaged - W	2017	2018	2019	Y6 Disadvantaged - M	2017	2018	2019
Dis. Expected+	27%	77%	78%	Dis. Expected+	53%	59%	73%	Dis. Expected+	40%	86%	78%
Nat. Non-Dis. Exp+	72%	80%		Nat. Non-Dis. Exp+	72%	83%		Nat. Non-Dis. Exp+	80%	81%	
Dis. Greater D.	5%	13%	18%	Dis. Greater D.	0%	4%	22%	Dis. Greater D.	0%	5%	35%
Nat. Non-Dis. GD.	23%	33%		Nat. Non-Dis. GD.	23%	24%		Nat. Non-Dis. GD.	27%	28%	
Milestones:	<p>Ensure disadvantaged pupils in need of a reading, writing or maths intervention are swiftly identified, with agreed strategies in place.</p> <p>Interventions ran by staff (teachers and teaching assistants) are of a high quality; addressing specific areas of need and moving children's learning forward.</p> <p>Across the school, analysis of assessment information and monitoring & evaluation shows that disadvantaged pupils' performance continues to improve – with the aim that they are at least in line with non-disadvantaged peers within school and nationally. Where this isn't the case, there is timely, effective intervention and clear strategies to eradicate this.</p>										
Monitoring & Evaluation:	<p>Learning walks, pupil discussion and work analysis will be undertaken every term (of both lessons and interventions), with evidence triangulated and used to evaluate the school's self-evaluation and development plan for writing and formulate additional strategies or adjust current ones.</p> <p>Assessment analysis will be carried out every term, following teacher assessment data collection, and used to ascertain effectiveness of the interventions, alongside other forms of evidence gathering (see above).</p> <p><i>Particular focus in all monitoring and evaluation will be the performance of disadvantaged pupils.</i></p>										

SEF Link	Implementation	Cost	Implementation Outcomes	Impact	Reviewer
1.2/1.3	CK/EB: Assistant Head Teacher & Deputy Headteacher teach intervention groups of targeted disadvantaged pupils in in Y2 – Y4- Y6 who are at risk of not reaching ARE or targeted for greater depth, twice a week.	£19,362	Improved performance of disadvantaged pupils and gap eradicated between disadvantaged and non-disadvantaged pupils in relation to outcomes in reading, writing and maths		EB PF
	LB: Additional teacher (Y3/4) responsible for teaching targeted group of disadvantaged pupils each day for Maths & English, alongside additional interventions for individuals and small groups.	£30,449			EB PF
	EC/AW1:1 phonics top up sessions (daily 15 minute session over 6-8 weeks) for identified Y1 disadvantaged pupils who need additional support to pass Y1 phonics screening check.	£3,349			SH CK PF
	EC/TB: 1:1 precision teaching sessions (daily 15 minute session over 6-8 weeks) for identified children in all year groups in maths and spelling.	£3,349			CK EB PF
	TAs across school: Funding used to pay for Teaching Assistants (x2) to take small groups for Phonics from Y2-6	£4,799			SH CK

	ensuring children have appropriate level of challenge and reading book.				
	Targeted group of Y6 pupils receive weekly 1:1 online maths tuition for one per week for the school year through Third Space learning.	£8,810			EB PF
	CK/SH/JM/SH/JB: Parental engagement events for parents/carers of children in across school. Events are focussed on how parents/carers can support their children at home in Maths and English.	£500			PF

Priority 4: Improve the emotional health and well-being of disadvantaged pupils across the school.	
Context & Rationale:	
Many disadvantaged pupils across the school face challenging circumstances in their lives, with barriers to learning and issues affecting them beyond the school gates. High proportions of disadvantaged pupils have had support from social services, early help or other external agencies. Several disadvantaged pupils display behaviour which requires specific intervention and extra support. Many of our disadvantaged pupils have little 'cultural capital' and limited access to experiences such as visiting museums or a library.	
Milestones:	<p>Disadvantaged children with SEBD make marked improvement in their behaviour</p> <p>Children demonstrate good behaviour for learning in lessons and around school, as well as showing improved self-esteem and social skills.</p> <p>Pupils whose strategies are successful at reducing their most significant barrier to learning show academic progress to reflect this.</p> <p>Teaching and learning across classes and cohorts tailored to meet the needs of pupils and address specific areas of poverty.</p> <p>Parental engagement increases, with higher levels of understanding among parents of how to support children's learning at home.</p>
Monitoring & Evaluation:	Measured through: Class Dojo, termly behaviour report to governors, learning walks, lesson observations, pupil discussion, questionnaires for staff/pupils/parents and carers/whole school provision map and individual pupil passports.

SEF Link	Implementation	Cost	Implementation Outcomes	Impact	Reviewer
2.2	External Provider: Weekly 1 hour drop in counselling service & 1:1 counselling service (12 week scheme per pupil x4 pupils) from Think Children.	£1,950	Improved emotional health and well-being of disadvantaged pupils across the school.		PF
	SL: Funding used to pay for FS Teaching Assistant to take small group for PSED sessions	£558			ES PF
	Subsidy for enrichment activities and provision of school essentials – uniform/ trips/visits/visitors/residential opportunities.	£5,000			PF
	LM: Employ x1 Learning Mentor to work with identified PP children both in class, 1:1 mentoring sessions and group activities. Learning mentor also to develop home school liaison with disadvantaged pupil parents in order to improve relationships and engagement with school.	% contribution totalling £16,237			RM PF

Further expenditure: Pupil Premium Lead				
Specific Assistant Headteacher identified as Pupil Premium Lead role.	% contribution totalling £8,800	Tracks all pupils individual barriers for learning, identifies trends and ensures support is provided for all staff providing relevant interventions. Ensures that all interventions are having an impact both on individuals' barriers to learning and academic progress		PF

Which pupils are entitled to Pupil Premium?

Pupil Premium Grant (PPG) is provided to all schools to support pupils within the following categories:

- Pupils who are currently registered for Free School Meals.
- Pupils who have been registered for Free School Meals at any point during the last six years;
- Pupils in the care of a Local Authority;
- Pupils who have been adopted but have been looked after for one day or more, or were adopted from care on or after 30th December 2005 and left care under:
- A Special Guardianship Order on or after 30th December 2005
- A Residence Order on or after 14th October 1991
- Pupils whose parents are serving with the UK Armed Forces

How do we encourage parents to register their child's eligibility?

Registering is quick and easy – just type 'Nottinghamshire Citizen Portal' into Google and click on the link to register. If you need any help, please speak to a member of staff. No one will know you have registered and it will not affect any other benefits you are claiming. We offering additional incentives targeted at foundation stage and key stage one parents/carers whose children receive free school meals without the need to register. This should give us a more realistic picture of the number of disadvantaged pupils within the school which we believe is currently higher than shown. The fact the numbers within KS2 are much higher than in foundation stage and key stage one which supports this.

What is Pupil Premium spent on?

The decision about how the individual schools use their Pupil Premium is left to each school with the expectation that they will close the gap in attainment and progress between those eligible and other children nationally. "It is for schools to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility." (DfE). Therefore, schools are free to spend the PPG as they see fit. However, they will be held accountable for how they have used the additional funding to support these pupils. Measures are included in the performance tables which capture the achievement of those disadvantaged pupils covered by the grant.

