Arden Forest Pupil premium strategy statement

2025-2026

This statement details our school's use of pupil premium 2025-2026 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	Arden Forest Infant
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	R – 14.8% (8 children) Y1 – 20.83% (10 children) Y2 – 6.78% (4 children) Whole School – 13.94% (23 children)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Rose Gunn Headteacher
Pupil premium lead	Kylie Ashby
Governor / Trustee lead	Zak Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42610
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£42610

Part A: Pupil premium strategy plan

Statement of intent

- At Arden Forest Infant School, our vision is to enable the whole school community with the skills to be happy, successful and independent life-long learners with healthy mind, bodies and spirit.

- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.

- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Arden Forest, we are determined to provide the support and guidance they need to help them overcome these barriers.

- In addition to this, we aim to provide them with access to a variety of exciting opportunities through our personalised Arden Forest curriculum which covers all of the requirements of the EYFS and NC objectives.

Challenges

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

Challenge number	Detail of challenge
1	Writing attainment of Pupil Premium Children is: Reception – 82% (same) for both PP and non-PP children Y1 – 25% (significantly lower) than non PP peers (58%) although there are only 4 PP pupils in this cohort. Y2 -3% difference between PP (46%) and non PP (49% peers, Although nationally, PP attainment is below non PP peers (64% compared to 72%). Progress of Pupil Premium children in writing is 13% lower in Reception (improvement of 7% compared to school data for PP in 23-24) and 100% made progress in Y1 and Y2 – an improvement on 23-34 data which was 11% lower in Year 1 and 7% lower in Year 2. Changes in English Lead in school and New Writing curriculum, particularly in KS1 needs developing in readiness for September 2027
2	Phonics attainment is below national in Year 1 for PP children. In 2024-2025, 2/4 PP children meet the expected standard in the Phonics Screening Check.
3	Attendance of pupil premium children is still lower than that of their peers. In 2024-2025, pupil premium children attendance was 91.21% and below non PP peers, therefore did not meet the school target for attendance.
4	Pupil numbers are variable, having a financial reduction of £13, 915 (approx. 32%) in 2024 – 2025 and then returning back to comparable figures in 2025-2026.

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
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and previous key stage in Reading and Writing; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.	End of summer 2026 will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer in Reading and Writing. End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress.

24-25 Data	WHOLE SCHOOL			RECEPTION			YEAR 1			YEAR 2		
	Total	PP	Not PP	Total	PP	Not PP	Total	PP	Not PP	Total	PP	Not PP
	160	**26 16%**	**134 84%**	**49**	**11 22%**	**38 78%**	**57**	**4 7%**	**53 93%**	**54**	**11 20%**	**43 80%**
READING Expected progress or above	142 89%	22 85%	115 86%	43 88%	9 82%	29 81%	48 85%	3 75%	45 85%	51 94%	10 91%	41 95%
Accelerated Progress	53 33%	10 38%	43 32%	35 71%	7 64%	28 74%	7 12%	1 25%	6 11%	11 20%	2 18%	9 21%
WRITING Expected progress or above	139 87%	22 85%	117 87%	43 88%	9 82%	34 89%	45 79%	3 75%	42 79%	51 94%	10 91%	41 95%
Accelerated Progress	44 28%	11 42%	33 25%	38 78%	9 82%	29 76%	3 5%	0	3 6%	3 6%	2 18%	1 2%

Intended outcome	Success criteria
To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader.	Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	Children with identified social and/or emotional needs engage and access learning fully. Their barriers are removed due to staff knowledge and understanding of needs, e.g. ASD, attachment, and appropriate strategies are deployed. Pastoral Lead/SENCo and Headteacher identify and support families and children and work to alleviate barriers to learning. 'Early Help' to be utilised where there is more than one area of need or where area of need requires other professional involvement, eg school nursing, RISE, etc. Identified children attend interventions that are focused upon prime area of need, eg social skills, lego therapy, Flexible Learning Team etc
All disadvantaged pupils will meet national expectations for attendance/persistent absence.	Disadvantaged pupils will improve on previous years data, aspiring to match national attendance averages for non-disadvantaged pupils (96+%). Monitoring of attendance by Head teacher and Family Support/Learning Mentor brings about and increase in PP pupils' attendance and a decrease in persistent absence.

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.

High - Quality Teaching (for example, CPD, recruitment and retention)
Budgeted cost: £10,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of funds for ensuring continuity in systematic synthetic phonics scheme for Reading across EYFS and KS1. Intensive support programme with the English Hub. DfE validated Systematic Synthetic Phonics programme	The Department for Education emphasizes that systematic synthetic phonics is a research-backed approach to teaching reading. Systematic synthetic phonics programme which is consistent across the school will enable staff to explicitly teach pupils the letter sounds/phonics for decoding and blending accurately. See recommendation 3: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Phonics | Toolkit Strand | Education Endowment Foundation | EEF Staff training, home reading books Little Wandle Support from English Hub – cost for cover for English Lead Ordering of additional teaching resources to support high quality teaching	2
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.	The Education Endowment Foundation highlights that professional development can significantly improve the quality of teaching and pupil outcomes when focused on specific subject knowledge enhancement. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Use of adaptive teaching, rather than differentiation to improve pupil outcomes. from the EEF blog: https://d2tic4wvo1iusb.cloudfront.net/production/documents/Understanding-Adaptive-Teaching-v11.pdf?v=1731940109 https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-for-pupils-with-send-a-cluster-of-adaptive-approaches?utm_source=/news/eef-blog-five-a-day-for-pupils-with-send-a-cluster-of-adaptive-approaches&utm_medium=search&utm_campaign=site_search&search_term=five%20a%20day	2
Develop an engaging curriculum that incentivise attendance through engaging, relevant content that includes	Research indicates that relevance and engagement in the curriculum can significantly affect attendance rates.	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
themes and issues pertinent to the lives of disadvantaged pupils.	Release time for English and Maths Lead for monitoring and support with further release time to allow for intensive work with English and Maths Hubs. Release time for subject leads to monitor impact and evaluate effectiveness. £1000 of the budget will be used to support PP families, where needed to access trips.	

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

Budgeted cost: £ *16,150*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using Pupil Premium to fund additional, targeted phonics sessions for disadvantaged pupils, particularly those who are falling behind their peers, to accelerate progress.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2
Use of adaptive teaching methods to support organising small group sessions, focused specifically on writing skills.	Small group interventions have been shown to effectively boost attainment by providing concentrated and tailored learning experiences. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1731949327 from the EEF blog: https://d2tic4wvo1iusb.cloudfront.net/production/documents/Understanding-Adaptive-Teaching-v11.pdf?v=1731940109	1

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

Budgeted cost: £ *16,150*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Manager/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning	Involving parents, improve communication etc has been evidenced to improve academic outcomes. Recommendation 2: Provide practical strategies for learning at home Recommendation 3: Ensure school communications encourage positive dialogue about learning/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3
Head teacher & Pastoral Manager Mentor to ensure that parents are made aware of expected attendance levels when they fall below 90%. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see: **Improving school attendance: support for schools and local authorities** The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Implementing measures from the 'Working Together to Improve School Attendance' guidance.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	3

Total budgeted cost: £42,610

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 - 2025 academic year.

Information provided against Success Criteria of the Intended Outcomes:

Intended Outcome: Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and previous key stage in Reading and Writing; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.

Strengths:

- 2024--2025 Data evidences that at the end of the school year, the target of 10-20% of disadvantaged pupils having made accelerated progress is consistent across the school i.e. in all Year Groups in both Reading and Writing (with the exception of Y1 Writing).

- Y2 are close to achieving expected progress target, achieving 91% in Both Reading and Writing.

Areas of further development:

The percentages of disadvantaged children achieving expected progress is below target in Reception & Y1

- Rec achieved 85% of pupils making expected progress. However, this was comparable to their non disadvantaged peers.
- Y1 achieved 75% of pupils making expected progress in both reading and writing.
- In 24-25, disadvantaged pupils made less progress than their non disadvantaged peers across KS1, with a greater gap in Y1.

Intended Outcome: To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader.

Interventions in Reception, including: Moves, OT, Finger Gym, SALT, Phonics etc showed positive impact as there was strong accelerated progress and progress for both disadvantaged and non-disadvantaged pupils was comparable.

In KS1, pupils with EHCPs received interventions that focussed on their specific needs and targets and per the duty of their EHCP. Annual Reviews and outcomes demonstrated the progress made against all targets, although these targets typically reflected Communication and Language needs, social interactions, engagement in adult lead tasks, PSED skills etc rather than academic based targets of phonics, reading and maths. Nevertheless, progress in these areas, is helping the pupils with EHCPs in KS1 to make accelerated progress.

Other disadvantaged pupils in KS1 made 75% (typically) expected progress, this reflects that the teaching, including reactive interventions provided need to be more tightly focused on specific gaps in learning, in order that progress moves on a consistently uphill trajectory. (See SIP 25-26 targets re Writing curriculum and subject assessments to address this).

Intended Outcome: Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.

Updated training on ASD for Teachers and TAs took place in Spring 2025, lead by STS.

MHST have continued to work with school in 24-25 through termly meetings with school team - specifically Pastoral Lead, SENCO and HT to improve knowledge and understanding, school practice and protocols around identifying pupils' emotional needs and when early interventions from EMHP (Education Mental Health Practitioner).

EMHP has worked directly with 6 families for programmes of work, signposted several others and referred upwards for Low Intensity CBT for a smaller number of families. There is clear evidence that the direct work empowered parents with knowledge and understanding to support their child with their low level anxiety etc, which then improved anxiety levels and/or reduced fears

All of the Early Help (now called 'Family Help') lead by school's Pastoral Lead in 24-25, have been with PP pupils. All have required help of other professionals, including RISE etc and have assisted in challenges such as reducing financial stress, improving mental health and building positive working relationships with families to therefore remove some of parental stressors and in turn improve situation and barriers for pupils.

Pastoral Lead, SENCO and HT are all DSL trained and weekly meetings enable close monitoring of pupils and discussions about changes and therefore concerns about social and or emotional needs, which in turn prompts actions or investigation as to what is happening, eg conversations with pupils and/or parents, updates from Social Workers if relevant, etc

Focused interventions for specific needs, eg bereavement support (Guy's Gift) or where parents have sourced additional private Speech and Language therapy have been supported in school. Similarly, in house support through 'check ins' where parents are worried, or friendship groups have been lead by Pastoral Lead.

Intended Outcome: All disadvantaged pupils will meet national expectations for attendance/persistent absence.

n 24-25 our whole school attendance was 94.87% - close to school target.

In breaking down the data for the different groups of disadvantaged, including PP, Service Children, EAL, SEN; the group identified as having attendance as a barrier are the PP children/families.

Of which the attendance for PP pupils was 91.21% and Non PP was 95.61%

SEN pupils 93.79% compared to non SEN pupils at 95.23%

EAl pupils' attendance is higher than whole school and non EAL at 95.20%, as is that of the Service Children.

Monitoring of attendance, including first day calling, home visits, attendance meetings with parents/carers etc have raised the profile of the importance of attendance and enabled open communications and partnership working to improve attendance in the majority of cases. Nevertheless, there is still more to be done to improve the attendance of PP pupils specifically.

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
NA	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Support Social and Emotional Well-Being Group – 'Little Heroes'. All SC attend weekly sessions of 45 minutes duration to have support network, sense of identify/community. Engage with activities and discussions about their experiences, including time to ask questions, share worries, make memory boxes etc. Also to facilitate 'reactive' interventions after absence or during lessons, to address gaps in learning, immediately after lessons.
What was the impact of that spending on service pupil premium eligible pupils?	