

Arden Forest Pupil premium strategy statement – End of Year Review



This statement details our school's use of pupil premium 2022 to 2023 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	179
Proportion (%) of pupil premium eligible pupils	21% 24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023 till 2024 - 2025
Date this statement was published	November 2022
Date on which it will be reviewed	March 2023 June 2023 December 2023
Statement authorised by	Rose Gunn Headteacher
Pupil premium lead	Rose Gunn Kylie Ashby
Governor / Trustee lead	Aaron Singh Zac Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,585.00
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	£47,585.00

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 significantly lower than non PP children in all year groups (12%+). However, progress of Pupil Premium children in writing is better than non PP peers.
2	Reading attainment of Pupil Premium children is significantly lower than non PP children in all year groups (22%+). However, progress of Pupil Premium children in writing is better than non PP peers.
3	PP pupils and their families have greater social and emotional difficulties, including those with autism or attachment and mental health needs.
4	Marginally lower attendance of PP children as a result of separate occasions cumulating in lower than target percentages.
5	PP children are more likely to be less punctual and miss the start of the school day.

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.	<p>End of summer 2023 will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer in Reading and Writing.</p> <p>End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress.</p> <p>Mid Year Review</p> <p><i>Reception PP pupils attained lower than non PP peers in Writing; better than non PP in Reading and broadly the same in Maths</i></p> <p><i>Y1 PP pupils have attained better than non PP peers, in all areas.</i></p> <p><i>Y2 PP pupils have attained lower than non PP peers in all areas</i></p> <p>End of Year Review</p> <p>Pupil Premium (24% of school)</p> <table border="1"> <thead> <tr> <th rowspan="2">Subject</th> <th colspan="2">Year R</th> <th colspan="2">Year 1</th> <th colspan="2">Year 2</th> </tr> <tr> <th>PP (14)</th> <th>Other (46)</th> <th>PP (11)</th> <th>Other (49)</th> <th>PP (16)</th> <th>Other (43)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>100%</td> <td>98%</td> <td>100%</td> <td>100%</td> <td>75%</td> <td>65%</td> </tr> <tr> <td>Writing</td> <td>93%</td> <td>98%</td> <td>100%</td> <td>100%</td> <td>63%</td> <td>79%</td> </tr> <tr> <td>Maths</td> <td>93%</td> <td>89%</td> <td>100%</td> <td>100%</td> <td>88%</td> <td>91%</td> </tr> </tbody> </table> <p>Reception: In reading , 100% of PP children have made expected progress or better, compared to 98% of their non-PP peers In writing, non-PP children are performing better than their peers. In maths, more PP children made the expected progress or better, compared to their non-PP peers.</p> <p>In Year 1, all children, both PP and non-PP made the expected progress.</p> <p>In Year 2, more PP children made expected progress in their reading that non-PP but in writing and maths, PP children did not progress as well as their peers.</p> <p>Target: Close the gap between PP and non-PP in EYFS and Year 2. Writing progress is a significant area for development for PP.</p> <p>Accelerated progress</p> <table border="1"> <thead> <tr> <th rowspan="2">Subject</th> <th colspan="2">Year R</th> <th colspan="2">Year 1</th> <th colspan="2">Year 2</th> </tr> <tr> <th colspan="2">PP Accelerated Progress (14)</th> <th colspan="2">PP Accelerated Progress (11)</th> <th colspan="2">PP Accelerated Progress (16)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11</td> <td>78%</td> <td>6</td> <td>54%</td> <td>0</td> <td></td> </tr> <tr> <td>Writing</td> <td>11</td> <td>78%</td> <td>3</td> <td>27%</td> <td>0</td> <td></td> </tr> <tr> <td>Maths</td> <td>6</td> <td>42%</td> <td>2</td> <td>18%</td> <td>5</td> <td>31%</td> </tr> </tbody> </table> <p>Reception: 78% of PP children in Reception made accelerated progress in both Reading and Writing and 42% of children made accelerated progress in Number.</p> <p>Year 1: In Year 2, more children made accelerated progress in reading than in writing. In maths. Accelerated progress for PP children was slightly less than expected at 18%.</p> <p>Year 2: No PP children made accelerated progress in Reading and Writing but 31% made accelerated progress in Maths.</p>	Subject	Year R		Year 1		Year 2		PP (14)	Other (46)	PP (11)	Other (49)	PP (16)	Other (43)	Reading	100%	98%	100%	100%	75%	65%	Writing	93%	98%	100%	100%	63%	79%	Maths	93%	89%	100%	100%	88%	91%	Subject	Year R		Year 1		Year 2		PP Accelerated Progress (14)		PP Accelerated Progress (11)		PP Accelerated Progress (16)		Reading	11	78%	6	54%	0		Writing	11	78%	3	27%	0		Maths	6	42%	2	18%	5	31%
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	<p>Target: Ensure that Year 2 PP children meet their accelerated progress target.</p>																																																							
<p>To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader.</p>	<p>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.</p> <p><u>Mid-Year Review:</u> <i>Reception PP pupils attained lower than non PP peers in Writing; better than non PP in Reading and broadly the same in Maths</i> <i>Y1 PP pupils have attained better than non PP peers, in all areas.</i> <i>Y2 PP pupils have attained lower than non PP peers in all areas.</i></p> <p><u>End Year Review:</u></p> <p><u>Attainment: Pupil Premium (24% of school)</u></p> <table border="1" data-bbox="499 1413 1267 1715"> <thead> <tr> <th rowspan="2">Attainment</th> <th colspan="2">Year R</th> <th colspan="2">Year 1</th> <th colspan="2">Year 2</th> </tr> <tr> <th>PP (12)</th> <th>Other (48)</th> <th>PP (11)</th> <th>Other (49)</th> <th>PP (23)</th> <th>Other (36)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>83%</td> <td>90%</td> <td>82%</td> <td>78%</td> <td>39%</td> <td>69%</td> </tr> <tr> <td>Writing</td> <td>75%</td> <td>83%</td> <td>73%</td> <td>57%</td> <td>26%</td> <td>50%</td> </tr> <tr> <td>Maths</td> <td>83%</td> <td>88%</td> <td>82%</td> <td>74%</td> <td>57%</td> <td>64%</td> </tr> <tr> <td>Phonics</td> <td></td> <td></td> <td>82%</td> <td>78%</td> <td>70%</td> <td>83%</td> </tr> <tr> <td>GLD</td> <td>67%</td> <td>73%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Combined</td> <td>75%</td> <td>75%</td> <td>73%</td> <td>57%</td> <td>26%</td> <td>47%</td> </tr> </tbody> </table> <p>Non PP in Reception are performing better in all areas. In Years One, PP are performing better. In Year Two Non PP are performing better than PP. TARGET: Close the gap between PP and Non PP in EYFS and Y2 Writing is an area of significant difficulty for PP</p>	Attainment	Year R		Year 1		Year 2		PP (12)	Other (48)	PP (11)	Other (49)	PP (23)	Other (36)	Reading	83%	90%	82%	78%	39%	69%	Writing	75%	83%	73%	57%	26%	50%	Maths	83%	88%	82%	74%	57%	64%	Phonics			82%	78%	70%	83%	GLD	67%	73%					Combined	75%	75%	73%	57%	26%	47%
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<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>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, eg ASD, attachment and appropriate strategies are deployed.</p> <p>Family support worker/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.</p> <p>'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.</p> <p>Identified children attend interventions that are focused upon prime area of need, eg social skills, lego therapy, Flexible Learning Team etc</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</p> <p><u>Mid-Year Review:</u></p> <p><i>Staff are using new training and knowledge of ASD, in particular girls with autism to support children's needs.</i></p> <p><i>We are seeing an increased number of PP/SC children with additional needs, these are including increasing numbers of ASD.</i></p> <p><i>All Early Help cases lead by school are for PP pupils.</i></p> <p><u>End Year Review:</u></p> <p><i>Staff continue to use their new training and knowledge of ASD to support children's needs. Further training continues to support an increasing number of PP/SC children with additional needs, including increasing numbers of ASD.</i></p>

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<p>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<p>Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%).</p> <p>Monitoring of attendance by Head teacher and Family Support/Learning Mentor brings about an increase in PP pupils' attendance and a decrease in persistent absence.</p> <p>Mid-Year Review:</p> <p><i>Up until end of December 2022, data suggested that PP children's attendance was marginally better than Non PP peers. Since Christmas we are starting to see pp children's attendance is lower than non PP peers. Closer monitoring and protocols for responding have been implemented and monitored with greater rigour this year. One key case enabled whole school attendance to improve by 1% when we were able to backdate the point of leaving to their last day of attendance.</i></p> <p>End Year Review:</p> <table border="1" data-bbox="523 757 1481 1155"> <thead> <tr> <th colspan="7">Attendance</th> </tr> <tr> <th>05/09/22 – 25/07/23</th> <th colspan="3">PP</th> <th colspan="3">Non PP</th> </tr> <tr> <th></th> <th>%</th> <th>Auth %</th> <th>Non-Auth %</th> <th>%</th> <th>Auth %</th> <th>Non-Auth %</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>93.13</td> <td>5.61</td> <td>1.23</td> <td>94.90</td> <td>3.75</td> <td>1.34</td> </tr> <tr> <td>Reception</td> <td>92.39</td> <td>6.49</td> <td>1.08</td> <td>94.61</td> <td>4.06</td> <td>1.32</td> </tr> <tr> <td>Year 1</td> <td>94.01</td> <td>5.24</td> <td>0.75</td> <td>94.89</td> <td>3.29</td> <td>1.81</td> </tr> <tr> <td>Year 2</td> <td>93.13</td> <td>5.32</td> <td>1.53</td> <td>95.29</td> <td>3.98</td> <td>0.74</td> </tr> </tbody> </table> <p><i>Attendance for PP children ended the year slightly slower than non-PP peers and was also below the national attendance averages for non-disadvantaged children. It has slightly increased from the percentage at the end of December 2022 (92.52%) We have become a reporting school and the close monitoring and protocols for responding will need to continue.</i></p> <p><i>Unauthorised absences are higher for PP children across the whole school.</i></p> <p><u>Persistent Absence</u></p> <table border="1" data-bbox="507 1505 1056 1908"> <thead> <tr> <th><u>Number of students with persistent absence</u></th> <th><u>PP</u></th> <th><u>Non-PP</u></th> </tr> </thead> <tbody> <tr> <td>Term 1</td> <td>6</td> <td>17</td> </tr> <tr> <td>Term 2</td> <td>20</td> <td>27</td> </tr> <tr> <td>Term 3</td> <td>10</td> <td>19</td> </tr> <tr> <td>Term 4</td> <td>12</td> <td>20</td> </tr> <tr> <td>Term 5</td> <td>11</td> <td>19</td> </tr> <tr> <td>Term 6</td> <td>14</td> <td>28</td> </tr> <tr> <td>All terms</td> <td>10</td> <td>19</td> </tr> </tbody> </table> <p><i>Persistent absence is lower in PP than their non-PP peers in each term in the 2022-2023 academic year. This is also true for the year overall.</i></p>	Attendance							05/09/22 – 25/07/23	PP			Non PP				%	Auth %	Non-Auth %	%	Auth %	Non-Auth %	Whole School	93.13	5.61	1.23	94.90	3.75	1.34	Reception	92.39	6.49	1.08	94.61	4.06	1.32	Year 1	94.01	5.24	0.75	94.89	3.29	1.81	Year 2	93.13	5.32	1.53	95.29	3.98	0.74	<u>Number of students with persistent absence</u>	<u>PP</u>	<u>Non-PP</u>	Term 1	6	17	Term 2	20	27	Term 3	10	19	Term 4	12	20	Term 5	11	19	Term 6	14	28	All terms	10	19
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<p>All disadvantaged pupils will attend school on time and have good punctuality.</p>	<p>Monitoring of attendance by Headteacher and Family Support/Learning Mentor decreases poor punctuality and improves pupils' readiness for school and learning.</p> <p>Disadvantaged pupils' punctuality will improve and levels of lateness halve.</p> <p><u>Mid-Year Review:</u> <i>Punctuality analysis (from Sept 22 – end March 23) has shown that PP pupils are more likely to be late (1.73%) than their non-PP peers (0.56%). Monitoring and intervention is being targeted for specific families including Early Help and Social Care involvement where appropriate.</i></p> <p><u>End Year Review:</u></p> <table border="1" data-bbox="497 600 1251 882"> <thead> <tr> <th data-bbox="497 600 751 645">5/9/22 – 15/7/23</th> <th colspan="2" data-bbox="751 600 1002 645">Late Before</th> <th colspan="2" data-bbox="1002 600 1251 645">Late After</th> </tr> <tr> <td></td> <th data-bbox="751 645 876 696">PP</th> <th data-bbox="876 645 1002 696">Non-PP</th> <th data-bbox="1002 645 1126 696">PP</th> <th data-bbox="1126 645 1251 696">Non-PP</th> </tr> </thead> <tbody> <tr> <td data-bbox="497 696 751 741">Whole School</td> <td data-bbox="751 696 876 741">3.07</td> <td data-bbox="876 696 1002 741">1.06</td> <td data-bbox="1002 696 1126 741">0.33</td> <td data-bbox="1126 696 1251 741">0.09</td> </tr> <tr> <td data-bbox="497 741 751 786">Reception</td> <td data-bbox="751 741 876 786">0.57</td> <td data-bbox="876 741 1002 786">0.70</td> <td data-bbox="1002 741 1126 786">0.04</td> <td data-bbox="1126 741 1251 786">0.12</td> </tr> <tr> <td data-bbox="497 786 751 831">Year 1</td> <td data-bbox="751 786 876 831">3.82</td> <td data-bbox="876 786 1002 831">1.85</td> <td data-bbox="1002 786 1126 831">0.36</td> <td data-bbox="1126 786 1251 831">0.1</td> </tr> <tr> <td data-bbox="497 831 751 875">Year 2</td> <td data-bbox="751 831 876 875">4.05</td> <td data-bbox="876 831 1002 875">0.44</td> <td data-bbox="1002 831 1126 875">0.46</td> <td data-bbox="1126 831 1251 875">0.03</td> </tr> </tbody> </table> <p><i>PP pupils are more likely to be late than their non-PP peers. Monitoring and targeted intervention continues, including Early Help and Social Care involvement, as appropriate.</i></p>	5/9/22 – 15/7/23	Late Before		Late After			PP	Non-PP	PP	Non-PP	Whole School	3.07	1.06	0.33	0.09	Reception	0.57	0.70	0.04	0.12	Year 1	3.82	1.85	0.36	0.1	Year 2	4.05	0.44	0.46	0.03
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

High - Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of funds for high quality texts for English writing in EYFS and KS1	<p>Quality is at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch up – see www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Texts £1200</p>	1
Allocation of funds for ensuring continuity in systematic synthetic phonics scheme for Reading across EYFS and KS1 DfE validated Systematic Synthetic Phonics programme	<p>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</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Staff training, home reading books, Bug Club Phonics online. £3000</p>	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.	<p>Whole school Training on ASD – AET Level 1 and 2 for Teachers and TAs to have both the understanding, knowledge and skills to support pupils with ASD or possible ASD further in class. This will help staff understand individual pupil's learning needs and meet them more effectively. Many of our PP children are also in other categories, eg SEN, ASD, Service Children etc.</p> <p>See recommendation 2: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	3

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

Budgeted cost: £ 15 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide School Lead Tutoring to children in writing across KS1 using Recovery funding and Pupil premium funding. Interventions to be monitored and evaluated by HT & SENCo.</p>	<p>School lead tutoring 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Grant £2430 + 25% and shortfall £2208.60 = £4638.60</p>	<p>1</p>
<p>Provide additional phonics sessions targeted at disadvantaged pupils who require further phonics support, across KS1. Interventions to be monitored and evaluated by HT & SENCo</p>	<p>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</p> <p>Cost of part time TAs</p>	<p>2</p>

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

Budgeted cost: £ 15 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for SEN leader and family support worker to support families with high need SEN and Pupil Premium children.	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Family support worker/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 & Family Support/Learning 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.	4
Head teacher & Family Support/Learning Mentor to ensure that parents are made aware of expected attendance levels punctuality when there is a pattern of at least once a week (20%+).	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.	5

Total budgeted cost: £50 000

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 2022-2023 academic year.

Review of last year's PP Strategy:

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.

In Reception, 100% of PP children have made expected progress or better in reading, compared to 98% of their non-PP peers. In writing, non-PP children are performing better than their peers. In maths, more PP children made the expected progress or better, compared to their non-PP peers. In Year 1, all children, both PP and non-PP made the expected progress. In Year 2, more PP children made expected progress in their reading than non-PP but in writing and maths, PP children did not progress as well as their peers.

TARGET Close the gap between PP and non-PP in EYFS and Year 2. Writing progress is a significant area for development for PP.

Accelerated Progress:

In Reception, 78% of PP children in Reception made accelerated progress in both Reading and Writing and 42% of children made accelerated progress in Number. In Year 1, more children made accelerated progress in reading than in writing. In maths, accelerated progress for PP children was slightly less than expected at 18%. In Year 2, no PP children made accelerated progress in Reading and Writing but 31% made accelerated progress in Maths.

TARGET: Ensure that Year 2 PP children meet their accelerated progress target.

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

In Reception, non PP in Reception are performing better in all areas. In Year One, this is also true, with PP performing better. In Year Two Non PP are performing better than PP. Writing is an area of significant difficulty for PP children.

TARGET: Close the gap between PP and Non PP in EYFS and Y2

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

Staff are using new training and knowledge of ASD, in particular girls with autism to support children's needs. We are seeing an increased number of PP/SC children with additional needs, these are including increasing numbers of ASD.

All Early Help cases lead by school are for PP pupils. We continue as a Trauma Informed, Attachment Aware School and are working to improve our SEL provision to further support children and families.

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

Up until the end of December 2022, data suggested that PP children's attendance was marginally better than Non PP peers. Following Christmas, PP children's attendance was lower than non-PP peers. Closer monitoring and protocols for responding meant that one key case enabled the whole school attendance to improve by 1%. By the end of the school year, attendance for PP children was slightly lower than non-PP peers and was also below the national attendance averages for non-disadvantaged children. It has slightly increased from the percentage at the end of December 2022 (92.52%) We are a 'reporting school' and the close monitoring and protocols for responding will need to continue. Unauthorised absences are higher for PP children across the whole school but persistent absence is lower in PP than their non-PP peers in each term in the 2022-2023 academic year. This is also true for the year overall.

All disadvantaged pupils will attend school on time and have good punctuality.

Punctuality analysis (from Sept 22 – end March 23) showed that PP pupils are more likely to be late (1.73%) than their non-PP peers (0.56%). Monitoring and intervention was targeted for specific families including Early Help and Social Care involvement where appropriate. By the end of the year, PP pupils were more likely to be late than their non-PP peers. Monitoring and targeted intervention continues, including Early Help and Social Care involvement, as appropriate.

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
Attachment and Trauma Awareness	WCC – Education Psychology

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?	Additional TA support for Service children.
What was the impact of that spending on service pupil premium eligible pupils?	Service children will experience smooth (seamless) transition both arriving and leaving Arden Forest Infant school. In Reception, all service children made expected progress in Reading and Maths and 83% made expected progress in Writing. In Year 1, 100% of service children made expected progress and in Year 2, 100% of service children made expected progress in Writing, 83% in Maths and 67% in Reading.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.