

Arden Forest Pupil premium strategy statement



This statement details our school's use of pupil premium 2023 - 2024 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	171
Proportion (%) of pupil premium eligible pupils	R – 16% (8 children) Y1 – 23.33% (14 children) Y2 – 18.64% (11 children) Whole School – 19.53% (33 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2024 till 2025 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	March 2024
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	£44,175
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	£44,175

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 lower than non-PP children in Reception (8%) and Year 2 (24%) but better in Year 1 (16%). Progress of Pupil Premium children in writing is better in Reception (5%), lower in Year 2. (16%) and the same in Year 1.
2	Reading attainment is lower for PP children in Reception (7%) and Year 2 (30%) and slightly higher in Year 1 (4%). Reading Progress for PP children is higher in Reception (2%), higher in Year 2 (10%) and the same in Year 1.
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 2024 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>End of Year 2 (2023 -2024)</p>
To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader.	<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>Mid Year Review</p> <p>End of Year 1 (2023 -2024)</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>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>Mid Year Review</p> <p>End of Year 1 (2023 -2024)</p>
All disadvantaged pupils will meet national expectations for attendance/persistent absence.	<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 and increase in PP pupils' attendance and a decrease in persistent absence.</p>

Intended outcome	Success criteria
	<p>Mid Year Review</p> <p>End of Year 1 (2023 -2024)</p>
<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>Mid Year Review</p> <p>End of Year 1 (2023 -2024)</p>

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: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocation of funds for ensuring continuity in systematic synthetic phonics scheme for Reading across EYFS and KS1.</p> <p>Intensive support programme with the English Hub.</p> <p>DfE validated Systematic Synthetic Phonics programme</p>	<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:</p> <p>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 Little Wandle Support from English Hub – cost for cover for English Lead (1/2 a day a fortnight)</p>	2
<p>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>	<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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Release time for English and Maths Lead (1/2 day a fortnight) for monitoring and support with further release time to allow for intensive work with English and Maths Hubs.</p>	3
<p>Supporting the recruitment and retention of quality teaching staff, for example, providing cover time to undertake professional development, such as NPQSL, focussed CPD opportunities and time for monitoring and support.</p>	<p>DHT completing NPQSL 2023 – 2025 Release time for teacher to complete NPQEYL TLRs for English and Maths lead Head Completing NPQH HLTA to allow release time for English and Maths Lead for monitoring and support</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide phonics sessions targeted at disadvantaged pupils who require further phonics support. across KS1. Interventions to be monitored and evaluated by HT & SENCo	<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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>New scheme being implements with intensive support from English Hub and focussed time given to English Lead to support staff.</p>	2

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

Budgeted cost: £ 16 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for SEN leader and Pastoral Manager to support families with high need SEN and Pupil Premium children.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3
Pastoral Manager/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning	<p>Involving parents, improve communication etc has been evidenced to improve academic outcomes.</p> <p>Recommendation 2: Provide practical strategies for learning at home</p> <p>Recommendation 3: Ensure school communications encourage positive dialogue about learning/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3
<p>Head teacher & Pastoral Manager Mentor to ensure that parents are made aware of expected attendance levels when they fall below 90%.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see:</p> <p>Improving school attendance: support for schools and local authorities</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
Head teacher & Pastoral Manager to ensure that parents are made aware of expected attendance levels punctuality when there is a pattern of at least once a week (20%+).	<p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see:</p> <p>Improving school attendance: support for schools and local authorities</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5

Total budgeted cost: £44,000

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 2023 - 2024 academic year.

Review of 2022-2023 PP Strategy is on end of year review

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 (Zones of Regulation)	WCC – Education Psychology
Little Wandle/English Hub	
Maths Hub	
Inclusion Framework for Schools	

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.

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.