



Arden Forest 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	Arden Forest Infant
Number of pupils in school	170 168
Proportion (%) of pupil premium eligible pupils	21% 24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 till 2024 - 2025
Date this statement was published	November 2021
Date on which it will be reviewed	28 th February 2022
Statement authorised by	Rose Gunn Headteacher
Pupil premium lead	Rose Gunn
Governor / Trustee lead	Michelle Kennell Aaron Singh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,585.00
Recovery premium funding allocation this academic year	£2340
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	£49,925.00

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
<p>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> <p>To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader.</p>	<p>End of summer 2022 and 2023 data 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>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><i><u>Mid Year Review:</u></i> <i>Reception PP pupils attained better than non PP peers in Reading & Writing.</i> <i>Y1 & Y2 PP pupils have not attained better than non PP peers, but are closing the gap as their progress is better. Of which, 100% of Yr 2 made progress in Reading & Writing (better than non PP peers).</i> <i>Interventions in Reception is demonstrating accelerated progress as this is above target set in Reading and broadly in line in Writing.</i></p>
<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</p>

	<p>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> Staff are using training and knowledge of ASD to support children's needs, both widely across the classroom and individually with specific children. This means for children across the school needs are being alleviated by specific interventions, including lunchtime nurture, Flexible Learning team and Early Help where appropriate. All Early Help cases lead by school are for PP pupils.</p>
<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 and increase in PP pupils' attendance and a decrease in persistent absence.</p> <p><u>Mid Year Review:</u> Up until end of January 2022, data suggested that PP children's attendance (90.64%) was marginally better than Non PP peers (90.51%). Close monitoring and protocols for responding have been implemented, although a few families have been critical of letters received.</p>
<p>All disadvantaged pupils will attend school on time and have good punctuality.</p>	<p>Monitoring of attendance by Head teacher 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> Punctuality analysis (from Sept 21 – end Jan 22) has shown that PP pupils are more likely to be late (1.64%) than their non PP peers (0.43%). Monitoring and intervention is being targeted for specific families including Early Help and Social Care involvement where appropriate.</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.

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
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>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Grant £2430 + 25% and shortfall £2208.60 = £4638.60</p>	1
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>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>Cost of part time TAs</p>	2

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	Both targeted interventions and universal approaches can have positive overall effects:	3

support families with high need SEN and Pupil Premium children.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Review of last year's PP Strategy:

PP children will access Quality First Teaching in all core and foundation subject areas. PP children will be ready to learn and there will be consistent, positive engagement in class lessons. Progress for PP cohort was better than non PP in all areas of Reading, Writing and Maths. In KS1 there is consistency of engagement amongst PP cohort. In EYFS, those not making progress are in more than one category, eg SPP & SEN. Nevertheless, there is still a very small minority of PP children not closing the gap.

Children with SEMH, including those with attachment needs and disorders will have improved positive behaviour and be emotionally ready to learn. Attachment & Trauma training has been completed and the final half term enabled staff to apply and consolidate learning. This will be continued next year to ensure the ethos is fully embedded into everyday practise. However, we did see pupils with SEMH be emotionally more ready and demonstrate consistently good behaviour. Particularly in KS1 where pupils know staff better. Evidence in reduced behaviour incidents recorded on CPOMS.

Strengthen attendance figures through improving systems and procedures that are more rigorous and challenge reasons behind non-attendance. Analysis shows that PP children's attendance is broadly in line with Non PP attendance at the end of the school year. This is marginally below the target of 96.7% - as it was 95.45% Learning Mentor/Family Support Worker has continued to work and communicate with parents, including those who were identified as having a need eg Early Help.

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. All SC pupils made progress in every area (except 1 ch in Wtg in Y1). Transition was smooth for those leaving school mid yr as Yr Gps provided appropriate support and understanding for individual needs.

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.