

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.

The Pupil Premium is designed to support schools to raise the attainment of socially disadvantaged children. However, many of the most effective ways to do this - including improving the quality of teaching - would also benefit other groups.

Although there is a strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling pupils, it is likely to be most effective when deployed alongside efforts to improve the quality of whole-class teaching, and addressing wider challenges to learning, such as attendance the behaviour.

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	Arnett Hills JMI School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	6.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Karen O'Neill
Governor / Trustee lead	Chris Hallett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,485
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years	£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	£23,485
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Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding we take into consideration the context of the school and the subsequent challenges faced.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

High-quality teaching is the most important tool the school has in order to improve outcomes for all of our pupils.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
 - ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate staffing appropriately in order to provide small group work focussed on overcoming gaps in learning
- 1-1 support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional staffing
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support payment for uniform if appropriate
- Support payment for attendance at one Out of School activity per year
- Behaviour support

Challenges

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

Challenge number	Detail of challenge
1	Attendance and Punctuality issues.
2	Poor parental engagement
3	Frequent behaviour difficulties
4	Narrowing the attainment gap across Reading, Writing, Maths and Science

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
Improvement in attendance and punctuality	Significant reduction in late arrives / absences by frequent offenders.
Improved parental engagement	Hard to reach families attend meetings / engage with pupils home learning
Improved behaviour	Pupils with challenging behaviour effectively educated
Improved attitudes to learning	Pupil voice / personalised tracking system / CPOMS
Progress in Reading	Achieve national average progress scores in KS2 Reading

Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
All pupils achieve a GLD when leaving Reception	Pupils achieve a Good Level of development by the end of Foundation Stage
Improved phonics	Pupils achieve recommended phonic level by the end of KS1

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: £200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff to access CPD on Behaviour, Assessment for Learning, Zones of Regulation</i> £200	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. <i>Having identified behaviour as an area of development, all staff to receive training in this area.</i>	3,4

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

Budgeted cost: £ 38,778

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1 LSA plus UPS teacher works within Year 3/4 cohorts to allow for smaller targeted work, and to ensure pupils make good or better levels of progress</i>	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate	5,6,7

<p>LSA £ 12,248 UPS £14,282 Including on costs.</p>	<p>classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><i>Having analysed our cohorts we have identified that the Year 3/4 cohorts need support to address gaps in English and Maths.</i></p>	
<p>Additional LSA in Reception Year to ensure small group learning / intervention LSA £ 12,248</p>	<p>EEF (+4) Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>EEF (+5) Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</p>	<p>8,9</p>

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

Budgeted cost: £ 11,588

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Family support worker appointed to work with vulnerable families with challenging home situations and improve parental engagement (toddler group, community events etc, family learning projects etc.)</i> £1650</p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; 	<p>1, 2</p>

<p><i>Liaison with Attendance Officer to analyse attendance and contact low attenders. School admin to complete First Day Call and support families to raise attendance / punctuality.</i></p> <p>£2538</p>	<ul style="list-style-type: none"> • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis. 	<p>1,2</p>
<p><i>Teaching assistant who supports children who are having difficulty accessing learning through behavioural issues, using the Thrive approach to support their management of their own behaviour.</i></p> <p>LSA - £7410</p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>3,4</p>

Total budgeted cost: £ 50,566