



Matthew Arnold Pupil premium strategy statement 2023-24

This statement details our school’s use of pupil premium (for the 2023 to 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	Matthew Arnold Primary School
Number of pupils in school	198 (R to Y6)
Proportion (%) of pupil premium eligible pupils	51.7%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	September 23
Date on which it will be reviewed by	August 2024
Pupil premium lead	Louise Evans
Governor	Shelley Pennington (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,635
Recovery premium funding allocation this academic year	£14790
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	£170,425

Statement of intent
At Matthew Arnold Primary School we have high expectations for all pupils in our school and believe that with high quality teaching and pastoral support, effective engagement with parents and a personalised approach to meet children’s individual needs, every child can fulfil their individual potential, both academically, socially and emotionally. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils’ outcomes so that children are engaged and achieve well. Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium. School leaders at Matthew Arnold Primary School are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive teaching which is at least of a good standard in every lesson and that disadvantaged children who have ‘fallen behind’ their peers with similar starting points, receive frequent intervention and daily support. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

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

Challenge Number	Detail of challenge
1	Reading, writing is at or below national averages. This can have a limiting impact upon children's life chances, especially those PP children. Post pandemic impact still remains
2	Many pupils (incl PP) enter to school from low starting point, particularly in CLL (speech development, lack of oral skills) and PSED. In addition to this there has been an increase in the number of children joining EYs with additional needs (highest % wearing nappies, ASD traits, social and emotional issues) Of the SEND register (June 2023) a high number of children are ASD related with a significant proportion in the EYFS. Within that there are many children with complex needs (some of which would qualify for PP funding)
3	Limited experiences outside school impact upon communication, learning, reading and writing and curriculum development and understanding – children need additional 'real' experiences – sought through curriculum enrichment etc to build cultural capital. The hope is to ensure opportunities are planned in advance etc.
4	Emotional wellbeing for a small but significant proportion of pupils (including those eligible for PP) can impact on their progress and that of peers. This work is ongoing and if anything, social and emotional issues, especially in our youngest children seem to be increased, post pandemic. This would involve whole staff training, as well as bespoke individual CPD
5	Attendance rates for PP pupils are worse than school than non, and below national. Punctuality monitoring has identified that some PP pupils are late to school. This impacts on learning. School persistent absentees can also be PP. This reduces their time in school and can impact on progress and attainment. There has been a sharp increase nationally in non-attendance of pupils and fines issues. Nationally attendance is a concern. Matthew Arnold has experienced similar issues in 2023, despite all the preventative measures we had previously put in. Continued efforts will need to be invested in 2023-24
6	Some parents lack confidence and understanding of how to support children in learning, especially reading/basic skills. Hopefully more opportunities to access school (post covid) will continue in 2023-24
7	The pandemic is likely to have a longer impact upon children, their depth of understanding and retention and application of knowledge/skills/social and emotional skills and their attendance at school. This seems a continued and relentless role for this and many schools.

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
To increase the number of children who can independently read and write across the school	- Data should reflect that disadvantaged pupils are at least in line with PP children nationally - Phonics screening test continues to show improvement trends
Disadvantaged pupils to make at least expected progress from their individual starting points, particularly in reading, writing and maths The gap is narrowed in the progress and attainment of PP and other children, both in school and nationally.	How this will be achieved - Rigorous monitoring of ongoing attainment data will be used to identify key children (specifically the bottom 20%) who need additional support. Pupils progress meetings held termly - Targeted small group and 1:1 intervention will be delivered to those who need to make accelerated progress across core areas of the curriculum, especially in phonics. - RWI programme will be used across KS1 (and specific children in KS2). School will embed additional resources to support home reading, matched to in-school phonics teaching. - High quality, class literature (classics and contemporary) will be sourced to match the curriculum aims. These will be used in all daily reading lessons. - Standardised tests will be initiated for all children. These will be used to inform teaching, learning and intervention. - Pupils will have regular/weekly opportunities to rehearse, practise and consolidate key skills in reading, spelling, handwriting and written arithmetic. - Support staff and class teachers will support learning effectively using RWI strategies to identify and address learning gaps and misconceptions.
To significantly increase the number of children 'school ready' in either the nursery or MAPS (two-year-old provision)	- To reduce the number of children in those settings that are still in nappies, through planned activities with parents/children centre etc - To have suitably trained staff to support the needs of children with additional needs/ASD etc How will this be achieved - Purchase of underwear, washing lines, engagement of parents, promotion and celebration of 'tinkle time'. Closer working with health visitors and school nurse - Clear specific staff training (summer term) on 'child readiness'. MAPS to N, N to R, R to Y1
To provide more rich and varied opportunities/trips/events to attend in order to build their cultural capital, develop wider understanding, develop connections etc	- Pupil voice indicates that children have enjoyed trips/visits and that this has had a positive impact upon attitudes towards learning - All children will have a varied opportunity of trips and events by the end of the year. Events will be challenging/motivating and related to extending key skills and crucial knowledge. The curriculum trip map will be reviewed annually The cost of fuel pricing will impact on some trips and something to monitor - Teachers are highly skilled in imparting curriculum knowledge and use AfL strategies to ensure children retain and apply key knowledge from across the curriculum. - The gap between PP and other children is closing rapidly. How this will be achieved - A highly-ambitious, knowledge-engaged and language rich curriculum ensures children know more, remember more and understand more. - Well-planned visits, which match the school curriculum will allow children to gain an understanding of the wider world outside of their local community.

	All children in KS2 will have access to reading plus scheme, TT rock stars and additional RWI resources at home and in school. Children and parents will have access to a well-stocked library giving them access to the latest high-quality texts.
To support more children with social and emotional problems in school, as well (in some cases) support for the family.	- The % of disadvantaged pupils who receive fixed-term suspensions is reduced. - Targets for disadvantaged pupils on individual social and emotional plans are met. Key vulnerable families will be accessing a comprehensive offer of extended services through Early Help. How will this be achieved - A tailored programme of support will be delivered to develop children's Personal Development and Wellbeing. - A tailored boxhall plan will equip children with the skills/develop resilience so to safeguard their own mental health and well-being. - Allocate staff resource to best meet the needs of all learners. Support staff are used effectively to challenge and guide children without creating an over-reliance on adult support. EEF research-based training for TAs MITA (maximising impact of Teaching Assistants) should help us continue with a scaffolding model of support How can this be achieved? - Provide specialist Educational Psychology preventative and reactive support to improve outcomes of our disadvantaged children through 1:1/small group work with children and parent workshops, focussing on child development, attachment issues etc. Other support will include SENISS, other outreach, consortia provision etc - Additional support from an external ASD friendly organisation to assist with training, guidance and advice
To raise attendance in line with national attendance figures	- Aspire that attendance for disadvantaged pupils is at least in line with national other - The gap between persistent absence for disadvantaged pupils and other pupils will be reduced. - Punctuality for disadvantaged pupils will be in-line with other pupils across school. - The resources bought have had a positive impact in improving attendance (toys/free books to those with sufficient attendance/team dojo points) - Greater promotion in assemblies/incentives - Introduction of Instagram (to replace Twitter) to promote school in a positive light How will this be achieved? - Robust and rigorous attendance tracking will identify key children, increase their attendance and decrease persistent absence. - Staff sent information of PA/at risk PA children in class on regular basis. - To continue to work alongside the LA/DfE's new escalation process for attendance and absenteeism - Punctuality monitoring will take place weekly with SLT/EWO and strategies put in place to diminish this.

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: £ 20.500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tailored and specific continuous professional learning and development delivered to all staff in approaches to the teaching of Phonics, Reading, Writing and Maths. This includes cover costs and resources for: - Any remaining phonics training by external organisation - Participation in the NCETM 'Mastering Number' programme	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': - Mastery Learning (+ 5 Months) - Phonics (+5 months) - Reading Comprehension Strategies (+5 months) Evidence from Education Endowment Foundation, 'Early Years Toolkit':	1,2,6,7
To implement boxhall across school, in particular group/individual plans	Secure evidence-based research underpins the thrive approach	1,2,3,4
Subject lead training to develop and deepen understanding	Well informed, well trained staff are best placed to pass on up to date information, monitor appropriately and support the development of others	1,2,3,4,7
Training for staff to support mental health for vulnerable children The continued development of a supervision model in school	As above	1,2,3,4,7
To release subject lead staff to monitor and evaluate their subject area Release time for the SENDco, due to the increase in SEND children/additional needs in school	Current Ofsted guidance is for schools to look for good quality professional development for staff, in order for them to be able to fulfil their leadership roles and responsibilities The school works as part of a learning collaborative of schools which seeks targeted and high-quality professional development to raise standards in school.	1,2,7

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

Budgeted cost: £ 95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The continued delivery of reading plus programme to support automaticity and accuracy	Research shows that students' attitudes and mindsets play an important role in learning. In InSight, students respond to statements about reading that help to create a picture of how they see	1,2,3,6,7

	themselves as readers. InSight was designed to measure and report on student motivation under the direction of motivational expert, Dr. John	
Additional support for children requiring intervention (1:1 and small group support) led by skilled TAs	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’: Individualised instruction = + 4 months One-to-one tuition = +5 months Small group tuition = +4 months Teaching assistant Interventions = +4 months	1,2,3,6,7
Welcomm delivery for EYFS children £2000		1,2,7
RWI training for existing and new staff in school	Using an accredited synthetic phonics programme (RWI) has compelling evidence to suggest that a well delivered, whole school approach should raise children’s reading, writing and comprehension skills	1,2,6,7
To identify children with additional needs and SEN/vulnerable to ensure the appropriate support is allocated (in order to improve outcomes)	Targeted support for pupils, which is monitored, reviewed and evaluated will maximise the use of resource and maximise outcomes	1,2,4,5,6,7

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

Budgeted cost: £ 54925

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources for behaviour policy, including book vending machine hire, books, prizes etc	DfE guidance suggests that schools need to plan, communicate, be consistent, support and monitor and improve. Our policy is positively charged, with clear guidance for consistency and celebration. Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Linked to the published works of Paul Dix (When the adult changes, everything changes)	1,2,4,5
Continued resources for RWI books, including online resources and books to go home, class resources etc	Using an accredited synthetic phonics programme (RWI) has compelling evidence to suggest that a well delivered, whole school approach should raise children’s reading, writing and comprehension skills	1,2,3,6,7
Release time for leaders to monitor and improve their subjects	Well informed, well trained staff are best placed to pass on up to date information, monitor appropriately and support the development of others	1,2,3,4,7

To close the gap between PP and non-PP children in reading, writing and maths	Targeted support on research-based activities will narrow the gap between PP and non-PP	1,3,4,5,7
To provide free breakfast for all children to promote good attendance	When applied in the past, the school was able to demonstrate impact. Also, the school could confidently know that breakfast was universally free and available. Many of our families skip breakfast or financially struggle, especially due to the escalating food/fuel crisis many of our families find themselves in.	5,7
Attendance support through contribution to EWO costs, celebration of achievement resources and certificates etc	Continued financial assistance from the pupil premium strategy allows for increased impact from EWO, to meet with families, to offer support and to address attendance issues. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.	1,3,4,5,7
To supplement class and school libraries with wider reading materials to support all subjects	This will support a wider group in promoting a love for reading	1,3,6,7
To ensure zones in the school yard, in particular to promote a quiet zone for children Relining the markings on the yard Restocking outdoor resources	Research suggests that many children (especially those with particular additional needs) prefer playtime to be less distracting, quieter and calmer	4
To look to bring in additionality to support after school clubs	Wider participation will encourage more children (PP and non) to enjoy school	3,4,5
Specialist Educational Psychology preventative and reactive support to improve outcomes	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour Interventions = +4 months Social and Emotional Learning = +4 months	1,2,4,5,6,7
Provide music provision for children in KS2	A wider, enriched curriculum is advisable to complement and support learning in general	3,7
General resources to support learning (such as times table rock stars, reading books, reading plus initiative and other electronic subscriptions	Additional resources, targeted and recognised by staff as impacting, will also help manage staff work load too.	1,2,3,7

Total budgeted cost: £ 170,425

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 to 2023 academic year.

When looking at individual cohorts it is clear that some have a much higher proportion of PP pupils, we pay particular attention to these cohorts during pupil review.

1	ALL	28	
	PP	20	71%
2	ALL	29	
	PP	17	59%
3	ALL	28	
	PP	20	71%
4	ALL	30	
	PP	15	50%
5	ALL	30	
	PP	12	40%
6	ALL	30	
	PP	22	73%

Having looked at the progress levels per class, it is expected on our assessment system to make 6 points progress over a year (expected progress). More than 6 points for an individual or cohort (average) is more than expected progress. We recognise that other factors have continued to impact progress this year. This included the continued impact of the pandemic.

These averages are looked at in reading, writing and maths, as well as combined averages too. The progress of PP was similar to all pupils in reading and maths, with writing having a more significant gap.

	R	W	M
All	5.5	4.5	5.4
PP	5.4	4.1	5.4

Measure	Details
Continued progress in English and maths for pupils throughout the school (KS1 / KS2)	It was clear from data that some classes had a notably higher proportion of PP than others. Throughout the year adaptations were made, and additional staffing used, to ensure these classes received a higher level of support. Termly monitoring of books and progress with an increased focus on PP pupils
To ensure quality first teaching in English so that all children are engaged and make at least expected progress	Data showed a discrepancy in progress between classes. Some of this was due to staffing. Targeted support in place for these classes next year, with staff identified to work with these groups who will have maximum impact.
To ensure quality first teaching in maths so that all children are engaged and make at least expected progress	See comments above and progress scores too.

To identify areas of additional need in pupils working below ARE.	Pupils working below a focus of discussion during progress meetings and adaptations planned. Specialist advice sought when needed. Flexible grouping and use of adult support to adapt to changing needs of pupils and classes. Increased wave 3 provision including precision teaching.
To ensure SEN needs of vulnerable children are met	Inclusion meetings were increased during this year between SLT and SENDco on a regular basis to discuss groups and individuals. Increased referral to outside agency for support / advice.
To refine/improve curriculum enrichment map to ensure key skills, knowledge and understanding is in place to support overall outcomes (with an emphasis on speaking and writing, developing appropriate vocabulary)	Continued development of curriculum to ensure gaps in learning were addressed and taught Flexible use of time to ensure teaching of basis skills continued to fill gaps created by COVID breaks in learning.