

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	The Arches
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	86 Ever 6 2 Service
Academic year/years that our current pupil premium strategy plan covers	2023 -2024
Date this statement was published	1 <sup>st</sup> November 2023
Date on which it will be reviewed	1 <sup>st</sup> November 2024
Statement authorised by	Michelle Ashfield
Pupil premium lead	Rebecca Challinor
Governor / Trustee lead	Carol Jones

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125 800
Recovery premium funding allocation this academic year	£12 470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£138 270

## Part A: Pupil premium strategy plan

### Statement of intent

#### Pupil Premium Strategy

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on 1 school census figures for pupils registered as eligible for FSM in reception to Year 11. For looked after children the Pupil Premium was calculated using the Looked After Children data returns (SSDA903). A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social wellbeing of these pupils.

The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

#### Objectives for pupil premium at The Arches

The Pupil Premium funding will be used to provide additional educational and emotional support to improve the progress of, and to raise the standard of achievement for eligible pupils, including aiming to close gaps created by the Covid 19 pandemic.

The funding will be used to diminish the differences between the achievement of these pupils and their peers.

As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.

We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

#### School Policy

The Headteacher and Governing Body have agreed a policy for Pupil Premium to guide the use of funds and to ensure that it represents value for money.

#### Challenges

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

Challenge number	Detail of challenge
1	A high number of children score highly on childhood ACE ratings indicating need for support for their emotional and social wellbeing. 50% of the school are in crisis or trauma at any one time.
2	The school is placed in an area of deprivation where a high level of family support is required regarding money, housing, marital support, alcohol/drug abuse, parenting and parents who are not claiming benefits as they work, however are perpetually living hand to mouth.
3	Poor school readiness at FS2. Many children enter school with speech and language difficulties and toileting issues.
4	Children start from very low starting points and are in a perpetual state of 'catch up' to attain national standards.
5	Key transition times, coming into school in a morning and lunchtime, can cause children with attachment and trauma difficulties or neurodiverse children to become dysregulated, impacting on the curriculum.

## 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
Improved emotional resilience and wellbeing.	Children in emotional anguish identified and allocated an appropriate intervention at the point of need. Resulting in lowered SDQ scores. Boxall profiles indicate that gaps have been closed in deficit areas. Greater emotional resilience demonstrated by greater participation in the classroom, positive relationships and improved emotional literacy. Lowered cognitive load equates to improved capacity to access the curriculum.
Children transition at key school times confidently and smoothly.	Breakfast club offered with subsidised places. Children demonstrate less dysregulated behaviour after key transition times. Improved engagement with the curriculum after key transition times. Improved social circles.
Families supported at point of need, resulting in a child better placed to engage with the curriculum offered,	Trauma and crisis is addressed at source. Successful relationships are fostered with hard to reach families. Routines, boundaries, sleep, hygiene, behaviour management, house management, money and debt management are supported where help is needed. Families in need are issued with Food bank vouchers, household support vouchers (when available) and support through the school TAF fund. Families are supported with uniform. No child ever goes hungry, misses a trip or an activity due to money issues (TAF fund). Home lives are positively impacted upon ensuring that children's basic needs are met.
Rapid progress in FS2 addressing low starting points, equipping the children to be ready for Year 1.	Speech and language needs are identified and addressed through appropriate interventions. Little Wandle phonics is adhered to with the principle of 'keep up not catch up'. Toileting issues are identified and appropriate support provided leading to use of the toilet rather than nappies and ceasing frequent toileting accidents in the classroom Most children able to engage with learning, despite identified barriers and lack of school readiness. Increased emotional literacy.
Differences in attainment, in identified groups or individual pupils, in core subjects are reduced over time.	Targeted children, from different starting points, make good or better progress through additional, different and focused intervention.

### 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

Budgeted cost: £35 846

Activity	Evidence that supports this approach	Challenge no. addressed
Additional staffing in FS2	Additional adults facilitate delivery of key recommendations from EEF Early Years toolkit linked to the needs of our EYFS cohort: Communication and Language approaches (potential gains +6 months) Early Literacy Approaches (potential gains +4 months) Read to Write, WellComm, NELI, Little Wandle Letters and Sounds Revised, SaLT, Self-regulation Strategies (potential gains +5 months) Trauma informed practice, Attachment friendly training and approach, Our Ways Of Working, Play-based Learning (potential gains +5 months) EYFS Nurture group, development and use of learning spaces - including outdoor areas	3 4

### Targeted academic support

Budgeted cost: £ 26 990

Activity	Evidence that supports this approach	Challenge no(s) addressed
Bespoke interventions in Y1/2	EEF collated evidence acknowledges the need for and value of small group and 1:1 targeted interventions. It recognises the key characteristics of effective intervention as swift, targeted, high quality (delivered by trained staff) interventions where impact is monitored regularly. 'Making Best Use of Teaching Assistants' and 'Selecting Interventions' reports.	3 4

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

Budgeted cost: £75 434

Activity	Evidence that supports this approach	Challenge no(s) addressed
Nurture provision ELSA Targeted therapy Lunch club  £26 944	EEF Teaching and Learning Toolkit - Evidence suggests that Metacognition and Self-regulation strategies have potential gains of +7 months, especially in relation to disadvantaged learners. Oral Language interventions (potential gains of +6 months) Collaborative Learning Approaches (potential gains of +5 months) Behaviour interventions (potential gains of +4 months) Feedback (potential gains of +6 months) with reference to feedback on metacognitive and self-regulatory approaches for disadvantaged learners The EEF report 'Improving Social and Emotional Learning in Schools' provides further evidence of the value and positive impact of this approach.	1 2 3 4 5
Breakfast club  £5 259	EEF evidence and research highlights the importance of transitions for learners. Breakfast club facilitates transitions and supports vulnerable learners.	1 2 5
Family Support  £43 231	EEF report 'Working with Parents to Support Children's Learning' gives 4 key recommendations which underpin how we engage with parents. The EEF report 'Improving Social and Emotional Learning in Schools' provides further evidence of the value and positive impact of this approach.	1 2 3 4 5

**Total budgeted cost: £138 270**

## **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.

PP money facilitated the employment of additional staffing within our FS2 department. The additional staffing assisted moving children from very low starting points to being at a point of school readiness as they moved in Year 1. The Good Level of Development in FS2 was assessed at 49% with all children transitioning into their chronological year groups in summer 23

Spending in this area meant that strategic support was given at the point of need. Differences in progress and attainment for identified pupils, or groups of pupils, in core subjects were diminished over a short period of time.

Year 1 made rapid progress in phonics from low starting points, with 61% of children passing the phonics screen with the remaining 39% having SEND or SALT.

Specialist teaching for Science, Music and PE took place facilitating tutoring and small group interventions that accelerated progress demonstrated through KS2 where Year 6 pupils met the national average pass rate in all areas and exceeded it in greater depth in GSP.

PP money facilitated the running of 'Nurture sessions', as recognised by the Nurture Group Network, increasing emotional resilience for targeted pupils on an individual or group basis. Impact was demonstrated by the number of pupils who were able to access the curriculum successfully, despite their SEMH needs, and engage in full class teaching and learning. Boxall profiles taken before and after the intervention demonstrate, that nurture interventions positively impacted on emotional and social development.

Our trained ELSA skilfully supported children in crisis or trauma, throughout the school, fostering greater emotional resilience and improved engagement in the curriculum for those pupils over time.

'Snug Lunch' was delivered daily giving ongoing support for children with SEMH needs. Impact was demonstrated through Boxall/SDQ results where children had made progress against their individual targets. Approximately 50% of the school benefitted from some form of emotional support.

Children, from across the school benefitted daily from attending Breakfast Club from 7.45am. Children who benefited from Breakfast Club went into class happier and calmer, ready to access the days learning, thus facilitating greater access to the curriculum and boosting their academic progress. Families, with neurodivergent children, felt supported as medication difficulties and difficult early morning behaviour was eradicated by early attendance at school, reducing stress in the family home.

Referrals to Platform for Life and Psychotherapy were made as necessary, supporting our most vulnerable students and families.

This money has proved invaluable to so many families in trauma or crisis. From bedtime tantrums to real family difficulties The Arches has been able to facilitate support for parents as and when they needed it. This money provided families in crisis with support for uniforms, shoes, hot dinners and snacks. NO child missed a trip opportunity due to financial difficulties. Transport was provided as necessary. Support in the home was provided as necessary. Parents were supported with money, mental health support, universal credit, DLA applications and housing problems to name but a few... Food bank vouchers were issued to families who requested them and met the food bank requirements.

Forest school was able to provide two groups with outdoor education. The initial group was a rotating class project, in which children from Year 4, 5, 5/6 and 6 were able to experience a sequence of Forest School sessions. The impact of this sequence of sessions was primarily seen with children's attitude to learning and social skill building - the children found that a routine and a goal of taking part in the sessions acted somewhat as a motor to drive their efforts in the classroom. As well as our rotating class sessions, selected children from across a range of year groups were chosen as part of a nurture focused group. These children were selected because of several meetings with the wellbeing team and consisted of a range of needs; friendships; managing behaviours and children who struggled to access the curriculum from time to time. The impact of these has been recorded on SDQ (strengths and difficulties questionnaire) forms prior to the sessions and following the sessions. As a result of this, we have seen a development in children both socially and educationally in the short timeframe they participated in Forest School sessions. Following this, we will select a similar group for the next academic year, which will include most of the children worked with previously to ensure consistent support.

### **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*

<b>Programme</b>	<b>Provider</b>
English monitoring and support	Literacy Counts
Maths monitoring and support	First for Maths