

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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 overview

Detail	Data
School name	Arrow Valley First School CRST
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026
Date this statement was published	02/09/2025
Date on which it will be reviewed	10/07/2026
Statement authorised by	Sarah Callanan
Pupil premium lead	Holly Adams
Governor / Trustee lead	Nicola Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,000 (est)
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.	£

Part A: Pupil premium strategy plan

Trust wide intent- *we are ambitious for all our pupils, with a commitment to look under the surface at how disadvantage and low income affects learning, to use data to ensure targeted academic support is in place and ensure wider social PD support is in place and that everything is tracked rigorously. We aren't label led but know our pp pupils and cross over with SEND needs. We are focused on high quality teaching and consistency for pupils*

Statement of intent Arrow Valley First School

At Arrow Valley First School our vision is to develop confident and creative young people who thrive in a changing world. We ensure this is the case by providing a broad and ambitious curriculum for all, with an emphasis on targeted support, where needed, to stop a pupil's circumstances affecting their academic progress and therefore life chances.

Our priority for these pupils is support through highly effective classroom teaching, supplemented by interventions to support vulnerable learners. In planning our Pupil Premium Strategy, we have drawn on evidence-based research and best practice from the Education Endowment Foundation's Teaching and Learning Toolkit which found that the most important factor in improving narrowing the disadvantage gap is effective teaching day after day. High quality Teaching and Learning is therefore the most effective strategy in narrowing this gap, but our schools' plans also detail a range of out of lesson interventions to support pupils further. We pride ourselves on building strong relationships between all stakeholders and this is done through consistency in expectation and routines.

The causes and consequences of disadvantage affect all pupils differently and as such our interventions are bespoke and targeted depending on year group and context. We endeavour to build strong readers who develop a love for reading for purpose and pleasure. We encourage our children to be fluent writers, motivated mathematicians as well as developing the children's knowledge and understanding of the world through all our foundation subjects. All stakeholders at Arrow Valley, including the Governors, are committed to ensuring the Pupil Premium funding is targeted to provide the best possible outcomes to pupils that may be at a disadvantage.

The school uses the EEF tiered approach. [EEF's pupil premium guide](#).

1. High Quality Teaching.
2. Targeted Academic Support.
3. Wider Strategies relating to significant non-academic barriers including attendance, behaviour and Social and Emotional Learning and support.

This tiered approach is also supported by the 5 agreed approaches to classroom organisation.

1. Staff know their PP pupils.
2. Seating plans are designed to support peer talk and oracy focus.
3. Assessment and feedback, both verbal and written, is disproportionately rich for disadvantaged.
4. Targeted and direct questioning is used.
5. Additional adults target PP pupils and check task and understanding as a priority.

At Arrow Valley First School, we use 'Thrive' as a tool for profiling so we can disrupt emerging patterns which cause concern for our disadvantaged and vulnerable children. We have a Thrive practitioners who work with our Thrive children and a school counsellor who supports children with higher level needs.

Challenges

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

Challenge number	Detail of challenge
1	Oracy: Teachers need to hold multiple meaningful conversations ensuring high quality responses. Teachers ask open ended questions to deepen pupil talk. Assessments, observations, and discussions with pupils indicate that there is a range of need for children from their starting points at Arrow Valley. Underdeveloped oral language skills and vocabulary gaps are most evident from reception. In general, these are more prevalent among our disadvantaged pupils than their peers.
2	Reading: Reading is the foundation and basis for all children learning, and therefore, must have a strong focus in school. RWI will continue to be used for the development of phonics. But the focus for reading this year is reading fluency across both key stages. Our data shows that disadvantaged pupils have greater difficulties making progress with their reading fluency than their peers.
3	Independent Writing: For children to succeed in school they must be able to write independently. Children will be taught explicit vocabulary, use Word Aware strategies, daily Kinetic Letters handwriting and develop skills in planning writing. Teachers will be using the writing framework' to improve pupils' extended writing. Our data and observations show that for some disadvantaged pupils writing stamina and fluency can impinge on progress and needs to be a priority for the school.
4	Writing consistency: It is imperative that standards in writing are seen through the foundation subjects in the curriculum. Grammar, punctuation and presentation need to be consistent. Book looks and monitoring have shown that some disadvantaged pupils have greater difficulties with this than their peers.
5	Adaptive teaching: Pupils needs must be individually met and this can be achieved through high quality adaptive teaching and personalised progression through tailored interventions. My Plans need to be closely monitored. RWI tutoring is to be used for the lowest 20% as well as targeted reading. Assessments of children who are disadvantaged,

	vulnerable and have SEND show that for them to make progress there needs to be daily, effective high-quality teaching.
6	Social, emotional, mental health: It is important that we provide rich and diverse enrichment curriculum. Assessments, Thrive data and discussions with pupils and families identifies social and emotional issues for many pupils in a wide-range of enrichment opportunities. These challenges can particularly affect disadvantaged pupils.
7	Attendance: Having good attendance is crucial for pupils if they are to succeed in school. Attendance to school can be a challenge due to consistency around routines and stability in the home. Therefore, there needs to be a consistent approach to engaging with families and incentives and actions to improve attendance for these groups.
8	Mathematics: For children to succeed in school they must be given the tools that they need to be able to fluently, calculate and solve problems using number. There will be a greater focus on structuring sessions in mathematics through use of White Rose Maths. Disadvantaged pupils have greater difficulties in improving their mathematical skills than their peers.
It should be noted that we aim to improve behaviour as part of our Pupil Premium Strategy, but we view these as outcomes and symptoms of the challenges listed above and not the root causes. Advice from Behaviour Support, SEMH team, LST will benefit.	

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
<ul style="list-style-type: none"> Improve oral language skills and vocabulary among disadvantaged pupils. Teachers to use open questioning and insist on children answering in full sentences. Pupils' oracy skills to be further enhanced through the use of CUSP materials and Trust oracy continuum. 	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing formative assessment.
<ul style="list-style-type: none"> Improved reading attainment and reading fluency among disadvantaged pupils. Support for disadvantaged pupils is appropriately matched to need so 	<ul style="list-style-type: none"> KS1 reading outcomes in 2025/26 should show that more disadvantaged pupils met the expected standard.

that it will have an impact on outcomes.	
<ul style="list-style-type: none"> • Independent writing is key to children's learning. • Teachers will receive CPD on writing fluency through the writing framework. • There will be a greater emphasis on daily handwriting sessions to improve outcomes. • There will be a greater focus on talking before writing to help with composition and improve working memory. • Writing lead to carry out monitoring across all year groups to ensure good progress. 	<ul style="list-style-type: none"> • EYFS writing outcomes should show repeated success from 2025/26 • Extended writing should improve for all pupils.
<ul style="list-style-type: none"> • Improve the quality of the teaching of writing in all subjects to ensure that the needs of vulnerable learners are met. • Writing in foundation subjects lessons should be as good as that produced in writing lessons. • Children will need to be regularly writing to improve stamina and fluency. • Writing lead to rigorously monitor quality of writing across school to improve outcomes. 	<ul style="list-style-type: none"> • Writing should show that it can raise attainment for pupils in all curriculum areas. • KS1 and KS2 Writing outcomes at the end of academic year 2026 to show that pride in their writing is key to success, and that most of the disadvantaged pupils have reached the expected standard.
<ul style="list-style-type: none"> • Consistency in practice across school to ensure that there is sustained high quality adaptive teaching in all classrooms. • That all teachers embed rigorous and effective provision for all groups of learners including the SEND children and the disadvantaged and vulnerable. • Teaching and learning and SEND principles are being used to enhance and improve teaching for disadvantaged and vulnerable. 	<ul style="list-style-type: none"> • Assessments and observations should indicate significantly improved attainment and progress among, SEND and disadvantaged pupils. • This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<ul style="list-style-type: none"> • Thrive is used in class. • A high-quality enrichment curriculum is needed to achieve and sustain improved social and 	<ul style="list-style-type: none"> • There need to be sustained high levels of emotional stability from 2025/26 demonstrated by:

<p>emotional needs for all pupils in our school but especially for our disadvantaged pupils.</p> <ul style="list-style-type: none"> • Free after school clubs accessible for all pupils. 	<ul style="list-style-type: none"> • Qualitative data from pupil voice, parent surveys and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<ul style="list-style-type: none"> • Attendance rises in line with or as near to national expectations as possible. • Continue to use 5 Foundations of Effective Attendance Practice framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks with respect to promoting attendance and punctuality. • Attendance monitored closely to lead to gains in attendance. 	<ul style="list-style-type: none"> • Aims to have high levels of attendance of 95% and above 25/26.
<ul style="list-style-type: none"> • There is a sustained and consistent approach to teaching mathematics using White Rose Maths. • Staff to continue to have CPD to improve teaching. 	<ul style="list-style-type: none"> • KS1 and KS2 maths outcomes at the end of academic year 2026 to show that mathematics a strong subject across school. High academic level of success and that disadvantaged pupils have reached the expected standard.

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: £16,000 (est)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved oral language skills and vocabulary among disadvantaged pupils. Sustained CPD on expert teaching input including quality explanations and modelling.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEFhttps://educationendowmentfoundation.org.uk/education-on-evidence/guidance-reports/literacy-early-years	1
Quality support for TA's and teachers to deliver the writing framework to help to close the gaps.	Evidence suggests that talking their writing out loud help them to become more independent writers. Evidence also suggests that good handwriting can help children to write more fluently and produce longer pieces of writing. Children need to be up skilled in planning for writing so that they are not then cognitively overloaded when writing independently. The writing framework	1, 3, 4

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

Budgeted cost: £18,000 (est)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure consistent QFT across all cohorts through the teaching and learning policy and curriculum.</p> <p>Sustained CPD on developing learning behaviours in school to manage and improve children 's attitudes to learning.</p> <p>Bespoke and targeted learning interventions across school for all disadvantaged and vulnerable pupils.</p> <p>Support for teaching through sustained CPD.</p>	<p>Research evidence suggest that high quality inclusive learning environments have a positive effect on pupils achievements and behaviour. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Research suggest the developing good learning behaviours and developing a strong class culture can have beneficial effects on children's learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Running the Room: Tom Bennett</p> <p>SEND Huh Curriculum conversations with SEND Leaders. Mary Myatt and John Tomsett</p> <p>POOR; Katriona O' Sullivan Learning without Labels: Improving outcomes for vulnerable pupils.NET</p> <p>Research shows that carefully selected high quality teaching with carefully selected small group and 1:1 intervention can have a positive impact on pupils attainment. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>1, 2, 3, 4, 5, 8</p>
<p>Improve the quality of social and emotional (SEL) learning through 'Thrive' and SEMH support</p>	<p>The impact the thrive approach has on children has been evidenced in a number of studies: Thrive helps develop resilience in young people (Hart and Heaver 2015); Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self confidence and attendance (McGuire-Snieckus et al 2015)</p>	<p>6</p>

<p>Pastoral support packages via counselling.</p> <p>Pastoral packages within school such as one to one support with TA using an in school therapy.</p> <p>Embed the PSHE programme (Lifewise) to define and target specific skills such as resilience and empathy</p>	<p>Evidence suggests that SEL strategies can have a positive impact on school interactions, attitudes to learning itself.</p> <p>Social and emotional learning strategies EEF (educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2000 train new Thrive practitioner (est)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support the complex, send, disadvantaged children to be able to be emotionally ready to access their learning, through Thrive intervention.</p> <p>Sustained CPD for teachers to support use of Thrive strategies in their classrooms</p> <p>SEMH support for</p>	<p>Evidence shows that for child to have high levels of success in school. School should have access to a SEMH tool that will help to meet the needs of all learners especially the disadvantaged and vulnerable.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF Social and Emotional Learning.pdf</p> <p>Hereford and Worcester NHS trust: Well-being and Emotional Support Teams in Schools</p>	6

classes		
Provide enrichment opportunities for all children through after school clubs, class trips, enrichment days and residential experiences.	<p>Lots of examples on the STEM website of how extracurricular and curriculum enrichment activities can enhance the educational wellbeing of students.</p> <p>https://www.stem.org.uk/news-and-views/view-all?page=5</p>	6, 7

Total budgeted cost: £36,000

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 2024 to 2025 academic year.

Aim	Outcome																									
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none">- Attendance 2024/2025 94.2%- Attendance 2023/2024 93.2%- 1% increase- DVPP Attendance 2024/2025 92.4%- DVPP Attendance 2023/2024 93.3%- Student count for DVPP group decreased from 89 to 47, which may impact comparisons																									
Improve enrichment of the curriculum to enable particularly our disadvantage pupil’s motivation and resilience to pursue wider goals.	<ul style="list-style-type: none">- 2024/2025 98% pupil engaging in enrichment																									
Improve reading attainment among disadvantaged pupils.	<table><tr><td>Year 2</td><td>ARE</td><td>GD</td><td>PP ARE+</td><td>SEND ARE+</td></tr><tr><td>Reading</td><td>77% (24/31)</td><td>19% (6/31)</td><td>64% (7/11)</td><td>56% (5/9)</td></tr><tr><td>Writing</td><td>74% (23/31)</td><td>16% (5/31)</td><td>56% (6/11)</td><td>44% (4/9)</td></tr><tr><td>Maths</td><td>80% (25/31)</td><td>16% (5/31)</td><td>64% (7/11)</td><td>56% (5/9)</td></tr><tr><td>Combined</td><td>74% (23/31)</td><td>16% (5/31)</td><td>56% (6/11)</td><td>44% (4/9)</td></tr></table>	Year 2	ARE	GD	PP ARE+	SEND ARE+	Reading	77% (24/31)	19% (6/31)	64% (7/11)	56% (5/9)	Writing	74% (23/31)	16% (5/31)	56% (6/11)	44% (4/9)	Maths	80% (25/31)	16% (5/31)	64% (7/11)	56% (5/9)	Combined	74% (23/31)	16% (5/31)	56% (6/11)	44% (4/9)
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	- Year 1 phonics –86% (18/21)																									

Improve oral language skills and vocabulary among disadvantaged pupils. Pupils’ oracy skills to be further enhanced through the introduction and use of CUSP vocabulary to ensure rapid progression in language acquisition.	<ul style="list-style-type: none">- PP – 66% (3/4)- Year 2 phonics –93% (29/31)- PP – 82% (9/11)				
For the attainment gap to decrease between pupils from disadvantaged backgrounds and their non-disadvantaged peers in writing.	Year 2	ARE	GD	PP ARE+	SEND ARE+
	Reading	77% (24/31)	19% (6/31)	64% (7/11)	56% (5/9)
	Writing	74% (23/31)	16% (5/31)	56% (6/11)	44% (4/9)
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	Combined	74% (23/31)	16% (5/31)	56% (6/11)	44% (4/9)
	Year 4	ARE	GD	PP ARE+	SEND ARE+
	Reading	85% (22/26)	35% (9/26)	76% (13/17)	33% (2/6)
	Writing	77% (20/26)	27% (7/26)	76% (13/17)	33% (2/6)
	Maths	92% (24/26)	23% (6/26)	94% (16/17)	83% (5/6)
	Combined	77% (20/26)	23% (6/26)	76% (13/17)	33% (2/6)
For the attainment gap to decrease between pupils from disadvantaged backgrounds and their non-disadvantaged peers in maths.	Year 2	ARE	GD	PP ARE+	SEND ARE+
	Reading	77% (24/31)	19% (6/31)	64% (7/11)	56% (5/9)
	Writing	74% (23/31)	16% (5/31)	56% (6/11)	44% (4/9)
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Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)