

Pupil Premium Strategy Plan
Robert Arkenstall Primary School
2024-2027

Year 2025-2026 Pupil premium strategy statement

This statement details our school's use of pupil premium 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 2025-26 (2024-25)
School name	Robert Arkenstall Primary School
Number of pupils in school	270 (285)
Proportion (%) of pupil premium eligible pupils	18.8 % - 50 children (21.4% - 61 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	16 th December 2025
Date on which it was last reviewed	9 th December 2025
Statement authorised by	K Bonney <i>Headteacher</i>
Pupil premium lead	L Jaworski <i>Deputy Headteacher</i>
Governor lead	O Petherick <i>Governor lead</i>

Funding overview

Detail	Amount 2025-26 (2024-25)
Pupil premium funding allocation this academic year	£92050 (£78440)
Recovery premium funding allocation this academic year	£0 (£0)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 (£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	92050 (£78440)

Part A: Pupil premium strategy plan

Statement of intent

It is the aim of Robert Arkenstall Primary School to provide a broad curriculum and education of the highest quality within a happy, safe, secure and stimulating environment, which enables each child to experience success; to equip them with skills as thoughtful, caring and active citizens, eager to explore the possibilities of the world.

At Robert Arkenstall we are committed to ensuring every child, especially the most vulnerable, regardless of their starting points and background reach their potential and achieve at least as well as their non-disadvantaged peers across the curriculum.

We will ensure we have high aspirations for all vulnerable pupils and avoid making assumptions. Using our robust assessment systems, we will identify and address pupil's individual needs. All members of staff, governors and teaching assistants accept responsibility for these pupils and are committed to meeting their pastoral, social and academic needs within a caring, therapeutic environment. As high quality teaching is proven to be the most effective tool for raising attainment for all pupils and closing the disadvantage attainment gap, the professional development of staff will focus on building pedagogy and subject-specific knowledge for the classroom.

At Robert Arkenstall Primary School, we put reading and the teaching of vocabulary at the heart of our curriculum. We ensure that all pupils become confident readers through the rigorous and systematic teaching of phonics. We believe that fluency and comprehension is key to improving life chances for all our pupils.

We, as a school, are able to determine how best to use the Pupil Premium grant to support pupils and raise educational, social and emotional attainment through:

- *Focusing resources, support and intervention to narrow the gap between disadvantaged and non-disadvantaged pupils*
- *Ensuring gaps in knowledge are identified quickly and effectively targeted using quality first teaching*
- *Ensuring all pupils are exposed to a wide range of social/cultural and sporting experiences, increasing equity of opportunity for all pupils*
- *Addressing pupils' mental and emotional needs are met so they can access learning effectively*

Our strategy is informed by key research including:

- *EEF (Education Endowment Foundation)*
- *Fischer Family Trust*
- *Sutton Trust*
- *The National Literacy Trust*
- *University of Cambridge Primary School*

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress for disadvantaged pupils is an uneven picture across the school. Assessments, observations and discussions indicate significantly lower language skills, including the understanding and use of vocabulary.
2	Social, emotional and mental health needs are higher for disadvantaged pupils. These children are often not 'ready to learn', which then can slow progress. We currently have 44 children on our wellbeing register.
3	Our baseline assessments, discussions and observations reveal delays in language acquisition and depth of vocabulary use for some disadvantaged pupils. This can slow functional literacy progress in subsequent years.
4	Attendance rates for children eligible for pupil premium are lower than non-pupil premium. Our attendance analysis shows that some disadvantaged pupils are persistently absent from school. 27.8% of Pupil premium children were persistently absent last year compared to 11.5% of non-pupil premium children.
5	Our discussions with parents and pupils have shown that some disadvantaged pupils have fewer wider life experiences than their non-disadvantaged peers which can impact on their depth of knowledge in wider curriculum lessons. Enhanced/improved cultural capital – trips, activities, extracurricular activities Many families cannot afford these trips and activities without financial support.

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
Improve reading skills (fluency and comprehension) for pupils eligible for PP	<ul style="list-style-type: none"> - Pupil progress meetings identify pupils with gaps. Through focused discussions and review of previous strategies, support agreed upon to enable progress so that by the end of Key Stage 2 they meet age related expectations. - Regular teaching of reading fluency in Key Stage 2. - Improvement in fluency and decoding scores (FFT) - Children are given opportunities to read with parent helpers regularly, - Reading lessons are tailored to the stage of reading each child is at and focuses on building fluency and comprehension. - Reading for pleasure is integrated into the school day. All children are read to daily and are able to discuss what they are reading and make recommendations to others. - All children feel confident reading across the curriculum and independently build knowledge of the world through reading.

<p>Social, emotional and mental health difficulties addressed.</p>	<ul style="list-style-type: none"> - Access to wellbeing support / provision when needed ('Happy Self-journals', Drawing & Talking, quiet play). - Develop class teacher/ TA relationships. - Training attended by teachers / TA on SEMH difficulties. - Referrals made quickly to MHST. - Increased learning engagement for pupils. - Reduction in Emotional Based School Avoidance (EBSA). - Improvements in the scores on Wellbeing Surveys.
<p>Improve knowledge of vocabulary and the ability to explain and reason orally.</p>	<ul style="list-style-type: none"> - Professional development opportunities offer staff support with the most effective strategies to include vocabulary and oracy activities within their lessons. These are deployed consistently in lessons across the school. - Key vocabulary is mapped across the curriculum. - SMT and subject leads evaluate the quality of teaching and learning when monitoring lessons and books. - Staff meetings and phase meetings are used to develop practice and to plan opportunities for children to learn new vocabulary and develop oracy skills. - The most disadvantaged are identified quickly and are given pre or post interventions. - The EEF 'Great talking' partnership project in Early Years focusing on the effective implementation of Drawing Club to improve knowledge and use of vocabulary. - Pupils eligible for PP funding in Early Years make rapid progress by the end of the year so that they meet age related expectations as measured by the Early Years Profile.
<p>Improve the understanding of mathematical vocabulary, the ability to reason and the strategies needed to solve mathematical problems.</p>	<ul style="list-style-type: none"> - Assessments identify disadvantaged pupils with potential barriers to learning in maths. - Support is put in place through careful planning and adjustment of teaching to meet the needs of the children. - Pupil progress meetings allow strategies to be discussed and support to be deployed across classes. - Online resources, such as TT Rockstars, White Rose Minute Maths and Eedi are utilised to set targets. Parents are given information about how to support their children at home. - Staff training supports teachers to make effective use of teaching materials and practical resources. In addition, through discussions in phase teams, assessment data is used to inform planning and teaching to ensure no gaps in knowledge and skills remain. - Support staff are trained in how to support children within and outside lessons. - Children experience mathematical enrichment opportunities which enhance their understanding of the purpose of maths and links to career opportunities.
<p>Increased attendance inc. lateness for pupils eligible for PP.</p>	<ul style="list-style-type: none"> - Overall PP attendance remains above 95%
<p>Enhanced/improved cultural capital – trips, activities, extracurricular activities and support</p>	<ul style="list-style-type: none"> - Every child is given the opportunity to go on a residential visit in year 6. - Every child will have a yearly educational visit.

with uniform, materials, resources if applicable.	<ul style="list-style-type: none"> - Every child will go swimming in year 4 and continue in year 5/6 if necessary. - Visitors invited into school linked to the curriculum. - Purchasing of uniform and resources
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Activity in this academic year (2025-26)

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: £3082

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release of teachers and deputy headteacher to carry out progress meetings in autumn and spring terms.	FFT data TA data 1:1 support with class teachers	1, 4
Purchase of standardised diagnostic assessments (FFT reading fluency, NTS maths/reading). Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1
Therapeutic training for SMT	Cambridgeshire Therapeutic Thinking	2, 4

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

Budgeted cost: £79248

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support available for identified groups and individuals in class in all core lessons.	FFT data TA data Each class in our school has children who require a more bespoke curriculum, or additional adult support to access an age-related curriculum. Without TA support, many disadvantaged children would fall further behind rather than making accelerated progress. Research shows that effective deployment of TAs can result in additional progress in excess of 4 months over a year. (EEF)	1, 4
Provide school-led group intervention for disadvantaged pupils.	Targeted group work for specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, Small groups: Small group tuition Teaching and Learning Toolkit EEF	1, 4
Intervention support provided for Key Stage 1 phonics	The EEF states that 'It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home.' (EEF) Research shows that effective deployment of TAs can result in additional progress in excess of 4 months over a year. (EEF)	1, 3
Intervention support for reading through LEXIA - post phonics screening.	Targeted group work for specific children with reading and phonics needs. It is an effective method to support low attaining pupils or those falling behind.	1, 3
Reading fluency interventions	Targetted individual or group work targeting specific gaps.	1
Maths fluency interventions	Targetted individual or group work targeting specific gaps.	1

Wellbeing support, including EBSA.	Targeted group work or individual sessions for specific children based on emotional wellbeing need.	2, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ midday supervisors 5 times a week in KS2 to hold calm, productive, inside activities at lunchtime.	We have identified disadvantaged pupils who are in need of additional social and emotional support, plus other non-disadvantaged children. Some of these children need quiet, organised playtimes to avoid confrontation and avoid high levels of anxiety which leads to a detrimental effect on their subsequent learning.	2
Implement strategies for raising attendance for PP children: - embed monitoring systems and ensure timely intervention to reduce absences (letters, meetings with parents, offer of breakfast club) - support from the charity Nessie (1:1 work)	The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.	4
Funding for PP children to attend events and visits which enrich the curriculum and raise cultural capital. E.g Year 6 residential, Young voices, curriculum trips, theatre companies, swimming and sporting events.	We believe that no child should miss out on positive experiences for social/economic reasons. Our behaviour policy is underpinned by the belief that positive experiences breed positive feelings and behaviours.	5
Subsidised places for after school clubs / activities	Participation in arts and sports have a positive impact on mental health and academic outcomes in other areas of the curriculum.	5
Funding of Happy Self journals for disadvantaged pupils with SEMH needs.	Integral part of emotional literacy work	2

Funding for Drawing & Talking and Acorn Project	1:1 support and group support for children with mental health challenges.	2
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Total budgeted cost: £92050

Part B: Review of the previous academic year 2024-25 Outcomes for disadvantaged pupils

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

The school continued to effectively plan for and use the pupil premium funding to improve pupil outcomes at Robert Arkenstall Primary School. The teaching of phonics and early reading continues to be a priority for the school and has been underpinned by high quality teaching, timely intervention and monitoring of progress. This resulted in 85% of year 1s passing the phonics screening check, 72% meeting age related expectations (ARE) in reading at the end of key stage 1 and 75% meeting ARE at the end of Key Stage 2. The school have invested in high quality books to ensure children are able to practise at home and develop a love of reading.

The teaching of vocabulary continues to be a priority. Through teacher CPD, the Opening Worlds curriculum, Mrs Wordsmith lessons and White Rose maths, vocabulary is clearly sequenced and explicitly taught. An increased number of children are able to use vocabulary learnt in lessons independently in both oral and written work. Pupil interviews carried out by subject leaders and governors identified how articulate children were and that they are able to present their thinking to others.

Children who experienced social, emotional and mental health difficulties had access to well-being support - quiet play at lunchtimes, check-in with TAs, 'Happy-self journals' and group or 1:1 interventions. TAs were trained in delivering 'My feelings and Me' (an intervention to support EBSA).

Attendance remains a challenge. 27.8% of pupil premium children were persistently absent last year compared to 11.5% of non-pupil premium children.

The school were able to offer a wide range of subsidised trips and visits over the year for all pupil premium children. The school continues to build and expand its enrichment offer in the arts (music lessons, choir and orchestra) and sport (swimming, sports events and after-school clubs). We want to ensure all pupils have the cultural capital they need to be successful.

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
None	

