# Pupil premium strategy statement – Arlecdon Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 44 |
| Proportion (%) of pupil premium eligible pupils | 13.6% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | 2025-8 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Tanya Peers |
| Pupil premium lead | Tanya Peers |
| Governor / Trustee lead | Emma Sloan |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £10,605 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £10,605 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Arlecdon Primary School, we are committed to ensuring that every child - regardless of background or circumstance - has the opportunity to thrive academically, socially, and emotionally. We believe that all children should feel safe, valued, and supported to live life in all its fullness. Our pupil premium strategy is embedded within our broader school development plan and reflects our dedication to securing positive outcomes for all pupils, particularly those facing disadvantage.

When allocating our pupil premium funding, we carefully consider the barriers faced by our disadvantaged pupils and draw upon evidence-based research, including guidance from the Education Endowment Foundation (EEF). Our decisions are shaped by the specific needs of our children, with a strong focus on wellbeing, self-esteem, readiness to learn, attendance, and academic achievement.

**Our Strategy Aims To:**

- Provide emotional and wellbeing support so that disadvantaged pupils feel safe, calm, and ready to learn.
- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils by ensuring all children make strong progress from their starting points and are well-prepared for the next stage of their education.

**Tiered Approach to Support**

Our strategy is structured around three key tiers:

**1. Quality First Teaching**

High-quality teaching is the foundation of our approach. We ensure that every class benefits from skilled and reflective practitioners who are supported to continually improve their practice. This is central to raising outcomes for all pupils, especially those who are disadvantaged.

**2. Targeted Academic Support**

We provide focused interventions for pupils who need additional help to meet age-related expectations. This includes one-to-one and small group tuition that is closely aligned with classroom learning, with an emphasis on ‘keep up’ strategies to prevent gaps from widening.

**3. Wider Strategies**

We address non-academic barriers to learning such as attendance, behaviour, and emotional wellbeing. Our wider strategies include:

- Access to high-quality CPD for staff to enhance teaching and learning.
- Targeted interventions to close learning gaps.
- Social and emotional support to help pupils engage fully in school life.
- Funding for enrichment activities, trips, and residentials to ensure all pupils benefit from broad and balanced experiences.
- Provision of resources to support full access to the curriculum.

**Key Principles**

- Effective teaching, learning, and assessment will meet the needs of all pupils.
- Class teachers, supported by the pupil premium lead, will identify and review interventions for individual pupils at least termly.
- Pupils with social, emotional, or mental health needs will receive high-quality support from trained staff.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Underdeveloped Speech, Language and Communication Skills on Entry**<br>Assessments in Early Years consistently show that a growing number of pupils enter school with delayed oral language development. Communication and language is the area where most pupils in our current Nursery cohort are working below expected standards. With long waiting lists for external Speech and Language support, we must strengthen our in-school provision and invest in staff training to improve oracy and language outcomes. |
| 2 | **Social, Emotional and Mental Health (SEMH) Needs**<br>A small but significant number of disadvantaged pupils are experiencing ongoing emotional difficulties that affect their readiness to learn. We aim to enhance our pastoral care capacity and work closely with external agencies to reduce disruption and improve emotional resilience. |
| 3 | **Writing Attainment** |

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| | Across Key Stage 1 and Key Stage 2, many disadvantaged pupils are not making sufficient progress in writing. The gap in attainment is evident and persistent. This challenge is compounded by the complexity of teaching multiple age groups within a single key stage, which can make it difficult to deliver targeted writing instruction and ensure progression for all learners. We are committed to accelerating progress through high-quality teaching, targeted interventions, and increased opportunities for purposeful writing across the curriculum. |
| 4 | **Problem-Solving Skills in Maths**<br>Disadvantaged pupils often struggle with applying mathematical reasoning and problem-solving strategies, which affects their ability to access higher-level mathematical concepts and impacts overall attainment. This is further complicated by the demands of mixed-age teaching within key stages, where planning and delivery must cater to a wide range of developmental stages and curriculum expectations. We aim to embed problem-solving into daily maths teaching and provide additional support through targeted interventions and adaptive teaching strategies. |
| 5 | **Lack of Wider Life and Cultural Experiences**<br>Many pupils have limited access to enrichment opportunities outside of school This affects cultural capital, vocabulary development, and engagement with learning. We are committed to ensuring all pupils benefit from trips, visitors, and experiences that broaden their horizons. |

## 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 diminish the difference between disadvantaged pupils and their peers in Maths. | Staff confidently deliver high-quality White Rose Maths lessons. Pupils make good progress in reasoning and problem-solving, despite the challenges of mixed-age teaching. Assessment is accurate and informs lesson planning. |
| To improve writing outcomes for disadvantaged pupils. | The gap between whole school outcomes and pupil premium outcomes is closed. Writing attainment at the end of Key Stage 1 and 2 is in line with peers. Mixed-age teaching is effectively managed to ensure progression. |
| To improve oral language skills in Early Years. | Assessments and observations show significantly improved oral language. Communication and language data at the end of Reception reflects increased numbers of disadvantaged pupils meeting expected standards. |
| To ensure SEMH needs are met and pupils are ready to learn. | Disadvantaged pupils experiencing emotional difficulties receive timely, targeted support |

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| | that enables them to access the full curriculum. Staff work in partnership with local family hubs, external agencies, and the wider community to provide joined-up care. Families feel supported and involved in their child's wellbeing journey. |
| To increase capacity for 1:1 and small group interventions. | Staff are deployed effectively to deliver targeted support. Pupils participating in interventions show measurable progress. Resources are used efficiently to maximise impact. |
| To broaden pupils' cultural and life experiences. | Disadvantaged pupils access a wide range of enrichment activities, trips, and experiences. Pupil voice and engagement reflect increased cultural awareness and aspiration. |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Embed adaptive teaching strategies across all classes, with CPD focused on differentiation in mixed-age settings. Staff will receive training on White Rose Maths planning and delivery, with a focus on reasoning and problem-solving. | EEF highlights adaptive teaching as a practical model for differentiation. White Rose Maths is a structured, mastery-based programme proven to support progress. | Challenge 4 - Problem-solving skills in Maths |
| *Provide CPD on effective writing instruction using The Write Stuff and targeted vocabulary development. Staff will collaborate to moderate writing and plan progressive sequences across mixed-age cohorts.* | EEF research supports structured writing approaches and vocabulary-rich environments. Internal data shows writing gaps persist across KS1 and KS2. | Challenge 3 - Writing attainment |

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| Deliver Nuffield Early Language Intervention (NELI) training to EYFS staff and key leaders. Embed daily oracy routines and targeted speech and language activities. | NELI has shown significant impact on oral language development. Observations show increasing numbers of pupils entering Nursery with delayed speech. | Challenge 1 - Underdeveloped speech, language and communication skills on entry |
| Staff will receive training on trauma-informed practice and emotional regulation strategies. Arlecdon will strengthen links with local family hubs and community services to co-deliver support plans. | EEF and DfE guidance support multi-agency collaboration for SEMH. Internal data shows increased time out of class for emotional needs. | Challenge 2 - SEMH needs |
| Rather than recruiting additional staff, Arlecdon will review existing staff timetables and deployment to maximise the impact of current capacity. Leaders will identify the most effective interventions - such as IDL Literacy/Numeracy and Fresh Start Phonics - and prioritise those with the strongest evidence of impact. Intervention delivery will be scheduled to minimise disruption to core learning and improve attendance and engagement. Staff will receive support to deliver these programmes with fidelity and consistency. | The Education Endowment Foundation (EEF) highlights that TAs can have a positive impact on pupil outcomes when they are well-trained, used to deliver structured interventions, and work in close partnership with teachers. The EEF's "Making Best Use of Teaching Assistants" guidance recommends:<br>Using TAs to deliver targeted, evidence-based interventions.<br>Ensuring interventions are well-timed and linked to classroom content.<br>Providing ongoing training and support for TAs.<br>This approach allows Arlecdon to maximise impact without additional staffing costs. | Challenges 1, 3, 4 - Underdeveloped speech and language, writing attainment, and problem-solving in maths. |

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

Budgeted cost: £1000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|

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| Early intervention sessions for pupils with SEMH needs | EEF and DfE guidance support early, targeted SEMH interventions. These sessions help pupils regulate emotions and re-engage with learning. | Challenge 2 – SEMH |
| Timetable review to optimise staff deployment for intervention delivery | EEF's *Making Best Use of Teaching Assistants* guidance recommends using TAs for structured interventions with clear links to classroom learning. Reviewing timetables ensures efficient use of existing staff without additional cost. | Challenges 1, 3 and 4 |

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

Budgeted cost: £605

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Strengthen links with local family hubs and community services to support SEMH needs | EEF and DfE guidance highlight the importance of multi-agency collaboration in supporting pupils with SEMH needs. Joined-up care improves pupil engagement and reduces time out of class. | Challenge 2 – SEMH needs |
| Implement trauma-informed and emotional regulation training for staff | EEF evidence shows that staff training in emotional regulation and trauma-informed approaches improves pupil wellbeing and readiness to learn. | Challenge 2 – SEMH needs |
| Develop a programme of enrichment activities including trips, visitors, and themed curriculum days | EEF notes that increasing cultural capital through enrichment activities raises aspiration and engagement, particularly for disadvantaged pupils. | Challenge 5 – Lack of wider life and cultural experiences |
| Use pupil voice to shape wellbeing and enrichment provision | Involving pupils in decision-making increases engagement and ensures provision is relevant and meaningful. EEF supports pupil voice as a strategy for improving wellbeing and motivation. | Challenges 2 & 5 – SEMH needs, cultural experiences |
| Reduction in cost for residential trips for disadvantaged pupils. | Research to understand successful approaches to supporting the most able disadvantaged<br>Findings from research state that successful support for the most academically able disadvantaged pupils was not about a single intervention. Rather it was about a suite of activities | Challenges 2 & 5 |

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| | that, individually and together, made a positive impact. Strong leadership and strategic focus on this cohort was required. In addition, interventions across four areas were needed: academic extension; cultural enrichment; personal development; and removal of financial barriers to achievement. Finally, monitoring, review and evaluation of outcomes enabled schools to focus their efforts on the most cost-effective activities. | |

## Total budgeted cost: £10,605

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

During the 2024–2025 academic year, Arlecdon Primary School implemented a targeted pupil premium strategy focused on improving outcomes in maths, writing, oral language, social and emotional wellbeing, and cultural capital. The following table summarises how funding was used across teaching, targeted academic support, and wider strategies, along with the impact and lessons learned.

| Category | Budgeted Cost | Activity | Impact / Evidence of Effectiveness | Lessons Learned / Next Steps |
|---|---|---|---|---|
| Teaching | £3,000 | - Maths leadership and mastery training<br>- White Rose Maths CPD for all staff<br>- Daily use of Flashback 4<br>- Use of manipulatives in lessons<br>- Adaptive teaching and personalised curriculum<br>- Subject leader release time | Staff confidence in delivering mastery maths improved. Flashback 4 supported retention. Manipulatives enhanced understanding. Curriculum adaptations helped pupils access broader content. Subject leaders gained insight into delivery and pupil progress. | Continue embedding mastery and adaptive teaching. Provide further support for writing and mixed-age planning. Maintain subject leader monitoring cycles. |
| Targeted Academic Support | £8,000 | - Daily phonics in small ability groups<br>- School Reader volunteer for comprehension<br>- TA-led 1:1 and small group interventions in maths<br>- TA support for SEMH needs | Phonics outcomes improved significantly. Pupils receiving targeted support showed progress in reading and maths. SEMH support helped pupils regulate and re-engage with learning. | Refine intervention scheduling and targeting. Maintain phonics structure and expand comprehension support. Strengthen SEMH provision through community partnerships. |
| Wider Strategies | £2,380 | - Forest school, residentials, curriculum-linked trips<br>- Free extracurricular clubs for disadvantaged pupils<br>- Howgill 'Time to Be Me' project<br>- ELSA training<br>- Positive Regard training | Pupils accessed a broader range of experiences, improving engagement and aspiration. SEL training and Howgill support improved emotional wellbeing. Clubs promoted teamwork and resilience. | Sustain enrichment programme and SEL training. Deepen links with family hubs. Monitor attendance and wellbeing more closely. |

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| | | - Minibus access and cultural capital planning | | |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

| Programme | Provider |
|---|---|
| Accelerated Reader | Renaissance |
| LBQ | LBQ |
| LBQ SATs Springboard | LBQ |
| TTRS | Maths Circle |
| Read Write Inc (Phonics and Spelling) | Oxford University Press |
| White Rose Maths | White Rose Education |
| Language Angels | Language Angels |
| Tapestry | Tapestry |
| Showbie | Showbie |