

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	188
Proportion (%) of pupil premium eligible pupils	88 Ever 6 2 Service
Academic year/years that our current pupil premium strategy plan covers	2024 -2025
Date this statement was published	1 st December 2024
Date on which it will be reviewed	1 st December 2025
Statement authorised by	Michelle Ashfield
Pupil premium lead	Michelle Ashfield
Governor / Trustee lead	Carol Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130 920
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	£130 920

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.

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.

No.	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 situated 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 entitled benefits as they work, however are perpetually living hand to mouth.
3	Very poor school readiness at FS1, continuing into year 1. Many children enter school with speech and language difficulties, toileting issues and behavioural challenges.
4	Children start from very low starting points and are in a perpetual state of 'catch up' to attain national standards from FS2 to Year 6.
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 and their ability to engage educationally.
6	The school is attracting an increasing number of pupils with SEN. Our current SEN figure is 42% but this does not consider the children who staff have identified as having additional needs, but where parents are in the initial stages of engagement and therefore are not yet officially registered. Support is given at the point of need, not at the acquisition of additional funding. The level of SEMH need is rising with more extreme cases presenting across the age groups.

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 is 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. Nurture lunch club available to those who need it daily. 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 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 (TAF fund).
Rapid progress in FS2 addresses low starting points and main concerns, equipping the children to become school ready moving more towards being prepared 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. SEMH needs are identified and met. Early intervention is provided. 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 funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £22 675

Activity	Evidence that supports this approach	Challenge no. addressed
Additional staffing in FS2	<p>2 additional adults facilitate delivery of key recommendations from EEF Early Years toolkit linked to the needs of our EYFS cohort:</p> <p>Communication and Language approaches (potential gains +6 months)</p> <p>Early Literacy Approaches (potential gains +4 months)</p> <p>Read to Write, WellComm, Little Wandle Letters and Sounds Revised, SaLT,</p> <p>Self-regulation Strategies (potential gains +5 months): Trauma informed practice, attachment friendly approaches and Our Ways Of Working,</p> <p>Play-based Learning (potential gains +5 months) EYFS nurture approaches, development and use of learning spaces - including outdoor areas.</p>	<p>1</p> <p>3</p> <p>4</p> <p>6</p>

Targeted academic support

Budgeted cost: £ 23 907

Activity	Evidence that supports this approach	Challenge no(s) addressed
Bespoke interventions in Y1, including targeted and specific SALT provision where needed across the school.	<p>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.</p> <p>Oral Language interventions (potential gains of +6 months)</p>	<p>1</p> <p>3</p> <p>4</p> <p>6</p>

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

Budgeted cost: £84 338

Activity	Evidence that supports this approach	Challenge no(s) addressed
Nurture provision ELSA Art therapy Platform for Life Nurture lunch club £34 300	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. 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 3 5
Breakfast club £4 560	EEF evidence and research highlights the importance of transitions for learners. Breakfast club facilitates transitions and supports vulnerable learners.	1 2 5
Family Support £45 478	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: £130 920

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 2023 to 2024 academic year.

Additional staffing in FS2

PP money facilitated the employment of additional staffing within our FS2 department to go some way to address poor school readiness. The additional staffing assisted moving children from very low starting points to a point where many were at a point of school readiness as they moved in Year 1. Additional support supported children with SEN needs during the assessment period for EHCP and top up funding applications. By year 1, two children were awarded EHCPs and one top up funding, all of whom received early intervention and support at the point of need. All toileting issues were resolved and children with speech and language difficulties made significant progress. Social, emotional and mental health needs were supported so that many children were better able to manage their emotions and actions by summer term. The cohort remains below national year 1 performance, but they have made significant progress in areas that can't be measured academically.

Bespoke interventions in Year 1 and Year 2.

Bespoke interventions, provided by additional staff deployed into year 1 and year 2 provided swift, targeted and high-quality interventions showing progress month on month from very low starting points. Targeted support was given to Phonics, where 71% of the cohort attained the pass mark. This was a celebration from very low starting points. The children who did not attain the pass mark had significant SALT or SEN needs.

Nurture provision, ELSA, Targeted therapy and Lunch club:

Referrals to Platform for Life and Psychotherapy were made as necessary, supporting our most vulnerable students and families. Parents and children reported feeling supported at the point of need.

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.

Nurture and ELSA helped children to manage their own behaviours successfully, when not being directly supported, by accessing rehearsed techniques.

'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.

Over half of the school benefitted, in some form or other, from SEMH support provided through the PP funding. This was allocated by the School Wellbeing Team through analysis of SQDs and staff referral termly. Without the support paid for through the provision of PP funding The Arches would have been unable to provide the support necessary, leaving the children unable to access the curriculum as successfully as they did.

Breakfast Club:

Children, from across the school benefitted daily from attending Breakfast Club from 7.45am. Children who accessed Breakfast Club went into class happier and calmer (demonstrated by their emotional scores), 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.

Family Support:

Pupil Premium funding has provided the money for invaluable family support. Whether this be addressing everyday issues, or to the increasing number of families that we have seen in trauma or crisis. From bedtime tantrums to real family difficulties, The Arches was able to facilitate support for parents as and when they needed it. This money provided support for uniforms, shoes, hot dinners and snacks, beds and bedding, emergency gas and electric supplies. This list is not exhaustive. No child missed a trip opportunity due to financial difficulties. The Family Support Officer role also supported parents with a multitude of issues such as: money issues, mental health support, DV, emotional based school refusal, homelessness, universal credit, DLA applications and housing problems. The success of the family support offered at The Arches was summed up by parent feedback. A card saying we were 'the calm in their storm', another stating whatever the problem, we were there, and then another stating she did not know what she was going to do without our support during the school holidays.

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
N/A	