Pupil premium strategy statement 2025-2026

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.

School overview

Detail	Data
School name	The Arbours Primary Academy
Number of pupils in school	319
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2026 (As part of the three year 2024-2027 plan)
Date this statement was published	November 2025
Date on which it will be reviewed	September 2027
Statement authorised by	
Pupil premium lead	Miss Osmond
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113625
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	£113625

Part A: Pupil premium strategy plan

Statement of intent

The Arbours Primary Academy's vision is to ensure all our children are ready for the future. We want all children to achieve their potential both academically and personally. Our ultimate objective for our disadvantaged pupils is for them to have high aspirations and ambition for themselves, courage to achieve those ambitions and respect for themselves and each other. We want our disadvantaged pupils to perform to the same standard as our non-disadvantaged pupils and this strategy highlights how we use a range of techniques to diminish the gap within our school setting.

Our current pupil premium strategy has been developed following a strategic review of our disadvantaged pupils and the barriers they face within our school setting. This, alongside current research on best practice and an understanding of the impact of the recent Covid-19 pandemic has led us to identify key areas of development that will help us to diminish that gap for our pupils.

The key principles of our strategy plan are threefold: Excellent teaching and learning for all, targeted and effective support and the reduction in wider barriers to children's learning. These principles are woven throughout our pupil's academic and personal development throughout their schooling with us.

Challenges

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

Challenge number	Detail of challenge
1	Attendance is lowest amongst Pupil Premium children and persistent absence and lates highest. This impacts on our children's learning as they are missing out on opportunities to learn and fall behind their peers.
2	Children eligible for PP do not have as strong vocabulary knowledge and do not explore the same variety of reading texts. This gap begins in EYFS and extends throughout the school.
3	High mobility and lower attendance can impact on the gaps in PP children's knowledge.
4	Pupils eligible for PP do not achieve as well as pupils not eligible for PP in Mathematics. Children struggle to apply fluency knowledge to problem solving and reasoning questions independently.
5	Pupils eligible for PP do not achieve as well as pupils not eligible for PP in Writing due to the link between vocabulary knowledge and exposure to vocabulary.

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 ensure higher rates of progress, particularly across KS2, for pupils eligible for PP and increase the percentage of pupils eligible for PP achieving greater depth attainment	The gap between PP and non-PP progress diminishes by at least 15% across the year groups. Pupils eligible for PP achieve at least 10% GDS by the end of KS2
To have reduced persistent absence rates amongst pupils eligible for PP to at least in line with national.	Persistent absence rates reduced amongst PP children to less than the national average of 24.1% Attendance rates amongst pupils eligible for PP increased to at least 95% on average.
To reduce the amount of lates amongst our PP children to ensure start of the day learning is not missed.	Pupils who are often late for lessons diminished. As a result, children will not have gaps in their learning that was being missed at the start of the first lesson.
To ensure all pupils who leave The Arbours to be able to use a wide level of vocabulary to enhance their writing	All children by end of KS2 able to explore and use a wide range of vocabulary, both in oral and written form to enhance discussions, understanding and writing.
To improve the aspirations of all pupils eligible for PP	Children's behaviour for learning amongst children eligible for PP is consistently good. Pupils eligible for PP show clear pride in their work through book scrutiny. Children express enthusiasm for coming to school each day. Children able to explore and express clear aspirations for their future and link this to their current learning.

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: £ 48*,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further improve the quality of teaching across the curriculum via research-based practice and instructional coaching ● *Ongoing CPD opportunities focused on mastery teaching, breadth of curriculum and Rosenshine's Principles.* ● *All teachers provided with up-to-date resources and research-based practices to support their teaching* ● *Evidence in books should show use of models and effective scaffolds.*	EEF says 'Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential; to achieving the best outcomes for pupils. Providing opportunities for professional development – for example, to support curriculum planning or focused training on the effective use of technology – is likely to be valuable.' DfE – 'Supporting the attainment of disadvantaged pupils; articulating success and good practice – Nov 2015' – successful school strategies – 'Focus on improving the quality of classroom teaching' EEF toolkit – 'Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics'	2,4,5
Ensure all staff have received high-quality training to deliver the phonics scheme effectively ● *RWI phonics training for all new staff and ongoing support from RWI staff to continually*	EEF toolkit states that phonics work can have an impact of +4 months. It suggests that the smaller the group the better the impact with work closely matching the needs of the children' DfE – Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015 – 'Meeting individuals learning needs;	2,5

develop our practice ● *CPD where necessary to ensure good quality phonics teaching for all children* ● *Rigorous assessment cycle to identify 1:1 tuition for pupils who need intensive support.* ● *CPD for both staff and RWI leader trust wide* ● *To use the phonics program in order to gain sound knowledge to increase word reading accuracy along with enhancing and supporting writing from their first years in school.*	differentiated responses for individuals versus 'one size fits all'	
Improve oral language skills and vocabulary for all pupils eligible for PP ● *Explicit teaching of vocabulary across all subject lessons* ● *Story time daily to expose children to vocabulary* ● *Focus on use of Talk partners and sentence stems to improve the quality of discussion amongst peers* ● *Focus on spoken English in lessons with all staff members*	EEF toolkit states that Oral Language Intervention has an effect of +5 months when extending and refining children's spoken language.	2,5

ensuring children answer questions and discuss in full sentences – using 'say it again, say it better' strategy ● *Focus on developing language and spoken interactions in the outdoor area during continuous provision* ● *Use of cold calling and talk partners to promote discussions within learning and opportunities for all to share*		
Embed an effective feedback policy that is embedded within teaching practice throughout the school ● *Using live and regular feedback in a range of ways (peer, whole class and self marking)* ● *Regular books looks conducted by subjects leads and SLT to ensure feedback is supporting the progression of learning* ● *Developing assessment for learning strategies and the acting upon these within the classroom.*	EEF toolkit states – 'Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.'	2,4,5

Develop a vocabulary – rich environment throughout the school • *Development of subject-specific vocabulary through teaching and displays* ● *Use of a range of resources to support children new to English and children with a vocabulary gap including a pupil passport and dual language resources.* • *Continue to develop a vocabulary-rich environment in the EYFS area.* • *Use of widgets to enhance vocabulary used and to support understanding*	EEF toolkit states - 'Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.' This is directly linked to oral language approaches which include: ' explicitly extending pupils' spoken vocabulary;'	2,5
Develop a culture where metacognition and positivity towards learning is embedded - *Develop use of metacognition within lessons* - *Embed sentence stems to help children think carefully about their learning* - *Develop a culture of peer support where all children can be supported in their learning.* ● *Focus on house points and the use of the reward system to reward learning, effort and achievement*	EEF toolkit states ' Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.'	2,4,5

• *Give students ample opportunities to plan, assess and evaluate their own learning.* • *Embed pupil premium champions where each child has the opportunity to reflect on their own learning with an adult familiar to them.*		

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

Budgeted cost: £45,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure higher rates of progress continue, particularly across KS2 • *Increase the use of specific targeted support such as PiXL strategies, Colourful Semantics etc to provide precision teaching to reduce gaps on an ongoing basis.* • *Embed consistent RWI interventions to focus on reading fluency* • *Ensure interventions are assessed accurately and reflect the*	EEF says 'there is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback' EEF toolkit states that small group work can have an impact of+4 months. It suggests that the smaller the group the better the impact with work closely matching the needs of the children. DfE – Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015 – 'Meeting individuals learning needs; differentiated responses for individuals versus 'one size fits all' EEF – 'Targeted deployment, where teaching assistants are trained to	1,2,4,5

specific need of the child. ● *Develop the skills and knowledge of intervention leaders.*	deliver an intervention to small groups or individuals has a higher impact'	
Improve the progress of children in phonics and fluency of children's reading ● *Consistently implement activities for reading for pleasure time* ● *Implement 1:1 reading for bottom 20% PP children* ● *RWI interventions daily with staff members fully trained* ● *Opportunities for reading aloud and for pleasure implemented consistently across the school.* ● *Implement high quality texts related to children's learning through the library subscription.* ● *Additional reading/sound focus throughout the day, for example through 'pinny time'*	EEF toolkit – 'One to one tuition is very effective at improving pupil outcomes.' EEF toolkit – 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.' EEF toolkit – 'Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. EEF – 'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact'	1,2,5
High mobility means many children join our school with gaps in learning knowledge and lower vocabulary. This is more pronounced for children eligible for PP.	EEF toolkit states 'Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school.'	2,3,5

● Retrieval practice at the beginning of every lesson - Linking learning back - Short 1:1 interventions if needed for gaps - A spiral curriculum - A robust entry assessment process for all children - Peer tutoring set up for all children to access to address gaps ● Increased use of talk partners and cold calling to maximise discussion in learning and provide opportunities for all to share ideas	EEF states 'Consistent research has shown that retrieval practice can benefit pupils' learning.'	

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

Budgeted cost: £9,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enable children to be ready to learn within school time ● Attendance officer engages parents in parental contracts, referrals for support. ● Attendance awards and rewards to	Sutton Trust – EEF research states – '…interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.' (EEF – 2019) DfE – The link between absence and attainment at KS2 and KS2 2016 – 'overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome.'	1,2,3,4,5

promote good attendance across the school ● Inclusion team use structured interventions to provide emotional and social support for children that require this ● To provide spare clothing to families that need ● Set up a permanent uniform exchange so all can access support when needed. ● Develop rainbow classes which allow children to see others in the school and role models.		
Reduce the number of persistent absentees and increase the average attendance amongst PP children, ● *FSW and attendance officer engaged in daily and weekly monitoring to hold families to account* ● *Attendance officers/DSL to be out on the gate in the mornings to build relationships with families and offer support*	EEF toolkit – 'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.'	1

● *Working with families to reduce any further disadvantages to pupils* ● *Increase our home learning offer to enable pupils to 'catch-up' following periods of absence*		
To ensure children are supported by home with their learning ● *Parent classes on specific subjects* ● *Homework promoted across the school* ● *Curriculum newsletter with signposts for support sent out every term for parents* ● *Subscriptions to TTRockstars and other learning platforms made available and highlighted to parents* ● *Use of MCAS and Tapestry to send additional learning materials, such as links to RWI home learning videos* ● *Use of newsletter to signpost adults to ongoing cultural capital events in nearby areas.*	EEF toolkit states – 'Homework has a positive impact on average…Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.' EEF toolkit – 'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.'	1,2,3,4,5
To ensure children can talk effectively about	EEF – ' The evidence indicates that explicitly teaching strategies to help	2,4,5

their learning and how they can help themselves to learn ● *Implement discussions on meta-cognition strategies and growth mindset across school* ● *Encourage children to discuss how they learn with each other* ● *Develop strategies for children to understand how best to learn* ● *Assign Pupil Premium Champions for children to have an additional adult outside of their classroom to talk to about their wellbeing and learning*	plan, monitor and evaluate specific aspects of their learning can be effective'	
To ensure children have opportunities to consider their aspirations and be ambitious for their future. ● *Opportunities throughout curriculum to discuss jobs related to each subject* ● *To encourage speakers into assembly to explore future options* ● *To develop an understanding of where previous pupils have gone to inspire the ambitions of our pupils.*	EEF - Whilst the link between aspirations and achievement is unclear, 'ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.'	1,2,3,4,5

Total budgeted cost: £113,625

Part B: Review of outcomes in the previous academic year (2024-2025)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended outcome	Review
To ensure higher rates of progress, particularly across KS2, for pupils eligible for PP and increase the percentage of pupils eligible for PP achieving greater depth attainment	In reading, 50% of pupils eligible for PP achieved the Greater Depth Standard. In writing and maths, this figure was not as high and therefore these will be priorities moving forward.
To have reduced persistent absence rates amongst pupils eligible for PP to at least in line with national.	Of 41 children persistently absent (under 90%) 18/41 (43%) are PP. This remains higher than national expectations but has decreased and so will continue to be a priority moving forward.
To reduce the amount of lates amongst our PP children to ensure start of the day learning is not missed.	We have succeeded in reducing the amount of lates amongst our PP children and this will be something we continue to monitor moving forward.
To ensure all pupils who leave The Arbours to be able to use a wide level of vocabulary to enhance their writing	Children are exposed to explicit teaching of vocabulary in every lesson, and these words are built on through our spiral curriculum. Reading aloud is a priority in our school and a focus for the coming year to develop and embed this further by hearing the words in context.
To improve the aspirations of all pupils eligible for PP	Children could begin to share their aspirations with others, and improvement in presentation represented their pride in their learning. This is an ongoing area of development and something to push forward this upcoming year.

Externally provided programmes

Programme	Provider