

# Pupil premium strategy statement – Arundel Court Primary Academy and Nursery

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
Number of pupils in school	635
Proportion (%) of pupil premium eligible pupils	372 (59%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	December 2025 (Year 3)
Date on which it will be reviewed	December 2026
Statement authorised by	Ruth Worswick (HT)
Pupil premium lead	Ruth Worswick
Governor / Trustee lead	Jessi Wilson (PP Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£573,615
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£573,615

# Part A: Pupil premium strategy plan

## Statement of intent

At Arundel Court we want all our children, irrespective of their background or the challenges they face, to achieve their full potential and leave primary education well prepared as confident, competent learners. A holistic view of our disadvantaged children enables us to identify those areas of focus that will impact and enable.

This strategy has been created with a recognition of the complexity of need for children in our community with so many being double or significantly disadvantaged. To support and address this so that children can achieve, we target their academic need, their social and emotional need as well as supporting the family and network behind the child. We recognise that our children benefit from enrichment and experiences that they may not have access to.

**Academic** – Children’s academic needs are identified in class and through pupil progress discussions with attainment being analysed. Any individual or group gaps in performance will be addressed through early interventions such as 'Little Wandle keep up/catch up' and 'in-class targeting'. This is overseen by the 'Inclusion & Intervention Team' and the wider strategic team, who support staff in the identification of target groups/ individuals and deliver and evaluate interventions and support programmes. Teachers are being supported to develop and engage with effective and responsive assessment.

**Welfare** – Children’s social and emotional development will be supported to ensure children are able to access learning with a 'connect before content' relational approach. The Pastoral Team closely monitors children through weekly reflections and planned support in our Snug. In addition to this, the Attendance Officer will work closely with families to identify and begin to address barriers to good attendance.

**Enrichment** - This enables the school to be fully inclusive by providing opportunities to build the knowledge and cultural breadth and depth of experiences for children within this community.

## Challenges

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

Challenge number	Detail of challenge				
1	Attainment for Pupil Premium children is not in line with National and children are not yet consistently ready for their secondary school experiences. Foundational skills are not secure with identified barriers from the early stages eg. core strength and fine motor skills.				
2	Through research, it was identified that the ability to communicate and children's social and emotional development health was a barrier to learning and in ensuring that they had a readiness to learn and the ability to self-regulate.				
3	Parental engagement both with school and their child's learning is not consistent. This means that for many of our children, learning does not continue at home, eg daily reading, practising phonics, number bonds etc.				
4	Our observations and discussions with children and families show that our disadvantaged children have fewer enriching life experiences (leading to a lack of stimulus for learning and difficulties in making links in learning). Anecdotally, many do not venture outside of their immediate locality.				
5	Attendance data shows disadvantaged pupils are disproportionately represented in the persistence absence group.				
		Overall attendance		Persistent Absentees	
		DA	Non-DA	DA	Non-DA
	2023-2024	91.6%	94.8%	24.84%	9.21%
	2024-2025	92.2%	94.7%		
2025-2026	93.1%	96.9%	22.3%	6.1%	

## 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
1 Raise standards with a clear and prioritised focus on reading and phonics.	<p>Whole school data shows a closing of the attainment gap with peers and national outcomes</p> <p>Observations and feedback show children demonstrate a positive attitude to learning in phonics and reading</p> <p>Children are able to access learning with increasing independence and a readiness for the next stage in learning</p>
2 Improved oral language skills and vocabulary.	<p>Children can communicate with confidence and an increasing level of understanding.</p> <p>Children learn <i>to</i> talk and learn <i>through</i> talk.</p>
3 Pupils with multiple complex barriers receive the support they need to ensure a readiness to learn.	<p>Attainment for these pupils is in line with targets set during personalised pupil progress meetings</p>
4 Children use knowledge and experiences to improve understanding	<p>Children are able to share experiences and how these have impacted on learning.</p> <p>Children are motivated and engaged by experiences.</p>
5 A wider range of methods of engaging with parents are introduced that support parent more easily interacting with staff and as a result are more engaged with their children's learning.	<p>All parents interact with staff through at least one means of communication to support and engage with their child's learning</p> <p>Systems for consistent engagement are established and parent voice used to evaluate effectiveness.</p>
6 Attendance for the vast majority of pupils, including disadvantaged, is improved.	<p>For the vast majority of pupils attendance is above 95%</p>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Destination Reader</b> and associated tools are fully implemented and embedded for all children	<a href="#">Destination Reader (Hackney Services for Schools)</a> <a href="#">The Reading Framework (DfE 2023)</a> <a href="#">EEF Reading Comprehension Strategies</a>	1
Embed <b>phonics</b> interventions program to address gaps	(EEF +2 Months, ***) Phonics Report  <a href="#">Phonics   EEF</a> Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.	1
To develop <b>oracy</b> in children in order to develop communication	(EEF +7 Months) Communication & Language Approaches  <a href="#">Communication and language approaches   EEF</a> Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	1, 2
To develop and embed methods of <b>assessment</b> to increase inclusivity.	EEF Embedding Formative Assessment (+2 months *****)  <a href="#">EEF Embedding Formative Assessment</a> Formative assessment along with wider methods of assessment can improve students' learning. Link to and engage with wider Trust model.	3
Maintain a <b>curriculum</b> that continues to be	<a href="#">Kapow Primary</a>	4

<p>broad and balanced for all students, which incorporates spacing, interleaving and a retrieval approach.</p>	<p>Development of a spiral curriculum adapted to meet the needs of our children.</p> <p>Mary Myatt – Teachers collection of texts to support the curriculum</p> <p><a href="#">The Teachers' Collection - Resources to support curriculum planning</a></p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Speech and language</b> TA support language and literacy skills.</p> <p>ELSEC and Talk Boost in EYFS</p>	<p>Teaching and Learning Toolkit: Oral Language Interventions</p> <p><a href="#">Oral language interventions   EEF</a></p> <p><b>ELSEC</b></p>	<p>1,2</p>
<p>Early identification of <b>phonics</b> needs through teacher assessments and intervention</p>	<p>EEF guidance report: Improving literacy in KS1</p> <p><a href="#">Improving Literacy in Key Stage 1   EEF</a></p> <p>Keep up, Catch up in line with SSP Little Wandle</p>	<p>1</p>
<p>Small group support interventions to <b>support attainment</b> in foundational skills across the school.</p> <p>The Snug established.</p>	<p>Teaching and Learning Toolkit 1:1 Tuition and small group Tuition</p> <p><a href="#">One to one tuition   EEF</a></p>	<p>3</p>
<p>Small group targeted support for children at threshold in <b>Year 6</b>.</p>	<p>Teaching and Learning Toolkit 1:1 Tuition and small group Tuition</p> <p><a href="#">One to one tuition   EEF</a></p>	<p>3</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
To promote collaborative working <b>partnerships</b> with families.	<p>Teaching and Learning Toolkit: Parental Engagement: <a href="#">Parental engagement   EEF</a></p> <p><a href="#">Working with Parents to Support Children's Learning   EEF</a></p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• the involvement of parents in their children’s learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> <li>• established Family Room</li> </ul>	5
<b>Strong attendance</b> is secured through robust systems.	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Working together to improve school attendance - GOV.UK</a></p>	6
Increased support from <b>EMAS</b> or other agency	<p>DFE: English proficiency: pupils with English as an additional language</p> <p><a href="#">English proficiency: pupils with English as additional language - GOV.UK</a></p>	1,2,3,5
Provide opportunity in broadening the <b>curriculum</b> through experiences both on site and off	<p>That children within Portsmouth need to be exposed to broader cultural awareness/ experiences in order to drive aspirations and provide exposure to the wider world</p> <p><a href="#">Life skills and enrichment   EEF</a></p>	4
Prioritise <b>social and emotional</b> learning and well being.	<p>EEF Prioritise Social and Emotional Learning (EEF +4 months)</p> <p><a href="#">EEF Prioritise Social and Emotional Learning</a></p> <p>“Addressing children’s emotional, social and behavioural needs is especially important for children from disadvantaged backgrounds and other vulnerable groups.”</p>	3,6

## 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 2025 to 2026 academic year.

Metric	Pupil Premium	Whole school
Attendance	90%	93%
EYFS GLD	46%	51%
Yr 1 phonics	48%	55%
Y2 Phonics	47%	63%
KS1 Reading	51%	56%
KS1 Writing	45%	48%
KS1 Maths	55%	64%
MTC (20-25)	81%	79%
KS2 Reading	71%	75%
KS2 Writing	54%	60%
KS2 Maths	63%	68%

Our data demonstrates that children eligible for pupil premium achieved outcomes that are lower than for those children who are not eligible for pupil premium funding.

Based on all the information above, the performance of our pupils, both those eligible for pupil premium funding and those not, did not meet expectations in all areas.

Although there has been significant work to develop the curriculum since 2024 and we can see improvements, eg the MTC results and KS2 reading, these changes have still not yet had the intended impact in all areas.

Work to develop quality first teaching is ongoing and will help to raise standards for all children, including those eligible for PP funding.