The Pines School 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
School name	The Pines Primary
Number of pupils in school	285
Proportion (%) of pupil premium eligible pupils	46 Children 16%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 2027
Date this statement was published	June 2026
Date on which it will be reviewed	June 2027
Statement authorised by	Kate Davies (HT)
Pupil premium lead	Kate Davies
Governor / Trustee lead	Gill Birch (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,160 (April 2025-March 2026)
Recovery premium funding allocation this academic year	N/A
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	N/A

Part A: Pupil premium strategy plan

Statement of intent

At The Pines our aims are:

- That every child attains their very best.
- That every child receives the support they need to develop and achieve.
- That our PPG pupils attain on a par (or better than) our non-PPG pupils.
- That our provision negates any 'disadvantage' or obstacles in that child's life.
- That our PPG pupils and their families feel a strong sense of belonging to The Pines School.
- That no child is left behind.

Our Pupil Premium Strategy is focused primarily around ensuring that all pupils receive Quality First Teaching that meets each individual's needs. We are fully invested in ensuring our curriculum offer is engaging and relevant and meets the needs of our pupils. Through carefully planned learning, scaffolds and appropriate levels of challenge for all, our priority is to ensure that all children benefit from high quality teaching and learning with their peers. Where additional support is needed, interventions are tailored to children's needs to ensure that accelerated progress is made. PPG pupils are prioritised for additional support and there is an 'every minute counts' culture that ensures that opportunities for building relationships, developing skills and improving academic outcomes are not lost.

Emotional well-being, resilience and social skills are also prioritised through the careful deployment of our ELSAs and support staff. We recognise that children are not able to learn effectively if their emotional needs are not met or if they are dysregulated. Families of PPG children are supported and encouraged to engage positively with the school. We are committed to providing additional opportunities for PPG children, broadening their horizons and supporting them to develop high aspirations for the future.

Challenges

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

Challenge number	Detail of challenge	How
1	Adaptive teaching to meet the needs of pupils with SEND needs to be strengthened. Over 50% of the disadvantaged cohort at The Pines have identified SEND.	Teaching
2	Pupils development in speech, language and communication is typically lower than expected on entry.	Teaching and Targeted
3	Learning behaviours and attention to learning need to be more fully developed for some pupils. this also includes opting out of lessons when in school. Pupils who have experienced trauma face particular challenges.	Targeted, Teaching and wider
4	Pupils development in reading is typically lower than expected	Targeted, Teaching and Wider
6	In some cases, consistent attendance and punctuality affects access to learning opportunities in school, Attendance of pupils with FSM was 90.3% lower than a quarter of similar schools	Wider

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. Improved adaptive teaching for pupils with SEND so that disadvantaged pupils with SEND make stronger progress from their starting points.	- Clear evidence of adaptive teaching in all classrooms (lesson observations, learning walks) using a published 'adaptive teaching' checklist; 90%+ teachers trained and engaged in follow-on coaching. - Disadvantaged pupils with SEND show improved progress in termly assessment cycles with measurable attainment/adaptive targets met (target = cohort median progress meets or exceeds national expectations for SEND cohorts within 2 years).
2. Stronger oral language and SLCN outcomes on entry to Reception and across KS1 so fewer pupils have delayed language at the end of Reception	- NELI or equivalent programme delivered in Reception and targeted SLCN waves in Nursery/KS1; average oral language standard score improvement in targeted group of at least +4 months after one year (as per EEF/NELI evaluation). - Reduction in proportion of disadvantaged pupils with language delay on entry to Y1. In EYFS the use of "Drawing Club" encourages good use of vocabulary and children are talking more about their drawings and writing.

	Pupils use a greater range of vocabulary in writing and in play.
3. Improved learning behaviours and attention to learning for targeted disadvantaged pupils.	- Reduction in lesson disengagement incidents recorded for targeted pupils by at least 50% in one year; improvements recorded on baseline behaviour/attention measures and teacher-rated engagement checklists. - Targeted pupils participate in lessons for increased proportions of lessons (tracked fortnightly).
4. Raise reading attainment and establish a Reading for Pleasure culture so disadvantaged pupils make accelerated progress in reading.	- KS1 and KS2 reading outcomes increase year-on-year; disadvantaged pupils' reading progress shows acceleration (target: reduce disadvantaged/non-disadvantaged gap by at least 20% within two years). - Increased library borrowing, reading at home logs and pupil surveys indicating improved reading for pleasure.
5. Increased and more consistent attendance for disadvantaged pupils.	- Reduce persistent absence among disadvantaged pupils (PA from 10.5% overall to below 8% for disadvantaged) and increase FSM attendance from 90.3% toward school average (close gap by at least 50% within one year). - Fewer unauthorised absences and improved punctuality measures for targeted families.

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: £ 34,878

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on adapted teaching – through fortnightly staff meetings, individual coaching and support from leaders including senco and phase leaders Steplab will be used to form the teaching framework.	In a recent publication by SSAT in conjunction with ASCL – Dylan Wiliam sets out 5 strategies for embedding formative assessment and the reasons why adaptive teaching is needed. https://webcontent.ssatuk.co.uk/wp-content/uploads/2026/02/25093629/SSAT-Formative-Assessment-Adaptive-Teaching.pdf EEF implementation guidance emphasises high-quality, sustained professional development with follow-on coaching as an effective route to change classroom practice (see EEF Putting Evidence to Work and EEF Effective Professional Development guidance). [Education Endowment Foundation – Putting Evidence to Work](Education Endowment Foundation: Putting Evidence to Work) ; [Education Endowment Foundation – Effective Professional Development](Education Endowment Foundation: Effective Professional Development).	1,3
Specialist SEND pedagogy CPD for teachers and TAs (including ASD / SCLN strategies relevant to SRP): structured training on scaffolding, visual supports, precision teaching and curriculum adaptations; termly moderated planning and progress reviews.	EEF guidance on making best use of teaching assistants and targeted SEND approaches shows that training TAs and teachers to work together with precise roles and evidence-based strategies improves outcomes (see EEF guidance Making Best Use of Teaching Assistants and EEF guidance on SEND). [Education Endowment Foundation – Making Best Use of Teaching Assistants](Education Endowment Foundation: Making Best Use of Teaching Assistants)	1,3
Strengthen phonics and early reading teaching (systematic synthetic phonics) and embed a reading curriculum across	EEF evidence identifies high-quality phonics teaching as an effective strategy for early reading; the Teaching & Learning Toolkit highlights phonics as a 'high-impact' approach for early reading. Education Endowment	4

school with explicit fluency and comprehension sequences (including continuous provision alignment in KS1). Provide coaching for phonics leads and reading leaders.	Foundation – Phonics and Early Literacy evidence summary (Teaching & Learning Toolkit)	
Implement structured assessment and screening for reading and SLCN on entry and termly (fast responder assessments for SEND screening, validated reading checks and vocabulary assessments). Use assessment outcomes to adapt planning.	EEF emphasises using reliable assessment to identify gaps and tailor instruction; implementation guidance advises monitoring fidelity and outcomes to drive improvement. [Education Endowment Foundation – Putting Evidence to Work](Education Endowment Foundation: Putting Evidence to Work)1, 2, 45.	1,2,4
Focus on developing a love of reading through class novels, use of the library, discussions around books and engaging reading displays to promote language development	“The act of reading aloud to the class from a challenging text may support the development of the children’s spoken language comprehension and therefore contribute to their reading comprehension skills.” Philip Gough & William Tunmer	2,4
Focus on Early Language Development in Nursery & Reception and high quality phonics teaching across EYFS and KS1	“Children eligible for FSM are twice as likely to not meet the expected standard for Communication and Language Learning (CLL) EYFS goals than children not eligible for FSM.” EEF Early Language Development Report	2

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

Budgeted cost: £35,574

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group tuition for reading and comprehension (waves): targeted small groups (3–6) delivered by trained teachers/TAs for disadvantaged pupils below age-related expectations (6–12 week cycles), with	EEF Teaching & Learning Toolkit: Small-group tuition is effective (average +4 months) when well-targeted and delivered by trained staff. Education Endowment Foundation – Small Group Tuition (Toolkit)	4,1

progress monitoring and fidelity checks.		
TAs trained in the use of specific interventions and assessment tools to be able to prioritise and target individual needs	Evidence shows that when TAs are used in a structured setting with high quality setting “targeted interventions in 1-to-1 or small group settings can have a consistent impact on attainment of an extra 3-4 months progress.” EEF Teaching Assistants Guidance Report	4, 5
Use of NELI to address Early Literacy skills in Reception and close the gap between PPG pupils and their peers	A 2016 randomised controlled trial found a positive impact of four months’ additional progress for the Nuffield Early Language Intervention – EEF EYFS Toolkit	2, 4
Structured, evidence-based SEND interventions (precision teaching, vocabulary programmes, reading catch-up sequences) for disadvantaged pupils with identified SEND; use trained TAs following planned, reviewed programmes and tightly specified outcomes.	EEF guidance on targeted academic support and SEND indicates structured interventions, repeated practice and precision teaching can support pupils with additional needs when linked to classroom teaching and subject curricula. [Education Endowment Foundation – Targeted Academic Support guidance and Teaching & Learning Toolkit summaries] (Education Endowment Foundation: Targeted Academic Support)	1,2,4
Deployment model review for TAs: re-specify roles to support targeted interventions and formative assessment (TAs as structured intervention deliverers and formative assessors under teacher direction, not as substitute teachers).	EEF guidance ‘Making Best Use of Teaching Assistants’ shows better outcomes when TAs are trained, have clear roles and are used for targeted intervention rather than whole-class replacement. [Education Endowment Foundation – Making Best Use of Teaching Assistants](Education Endowment Foundation: Making Best Use of Teaching Assistants)	1

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

Budgeted cost: £ 35,017.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly monitoring of attendance by attendance officer and follow-up through individual attendance meetings where necessary Monitoring of attendance closely – using WPA.	If children are not present in school, they are unable to gain any educational, social or emotional benefit that setting may offer. The overall absence rate for pupils eligible for FSM was 7.6% compared to 4.3% for non FSM pupils. DfE Pupil Absence 2016-17	7
Fortnightly Inclusion meetings review PPG attendance and allow discussion about vulnerable families and actions to be planned & implemented	Reported outcomes of increased parental engagement include improved academic performance; improved relationships between parents, teachers and schools; and increased parental involvement in schools. - NFER Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children	6, 7
Individual and small group support provided by ELSA for targeted individuals to improve social skills, self-regulation and emotional well-being 10784	Effective schools and teachers provide children on a daily basis with mastery experiences, opportunities to experience success and enjoy achievement that also serve to foster intrinsic motivation, self-efficacy, and persistence in the face of failure". Masten, Herbers, Cutuli and Lafavor (2008)	3, 5, 6
ELSA support provided for individual children by ELSAs to improve emotional well-being, resilience and emotional literacy	Maslow's Hierarchy of Needs indicates that people require the needs lower on the hierarchy to satisfied before they can focus on the needs higher up and achieve their potential.  	3, 5, 6

Whole school PSHE teaching and focus on well-being, kindness and resilience in assemblies	"A growing body of research shows that pupils who are emotionally healthy do better at school." PSHE Association	3, 5, 6
Young citizens day for Year 6	Nabil Khattab (2015), suggests that students with low expectations of themselves, and low aspirations, will achieve less in their educational lives.	3, 6
Coffee mornings and parent workshops run by FSA to engage parents and provide additional support	A stronger link with school and a more consistent approach to school life and learning has a positive impact on a child's learning, progress and attainment. Goodall and Vorhaus, 2010	5, 6
Proactive approach to building relationships with PPG families and offering support in order to reduce impact of external factors, especially through role of experienced FSA	Effective parental engagement can result in learning gains of 3 months over a year – EEF Supporting Parents Guidance Report	5, 6
Financial support for PPG chn to participate in school trips & activities in order to provide wider opportunities & broaden horizons	Nabil Khattab (2015), suggests that students with low expectations of themselves, and low aspirations, will achieve less in their educational lives.	3, 6
OPAL for lunchtime play	"Playing is a natural and enjoyable way for children to keep active, stay well and be happy. Freely chosen play helps children and young people's healthy development. To have good physical and mental health and to learn life skills, they need various unstructured play opportunities from birth until they're teenagers." How Play Helps Children Develop – NI Direct.gov.uk	3, 5

Total budgeted cost: £105,469.20 (overspend on ELSA)

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 2024-2025 academic year.

Intended outcome	Success criteria	Review notes
All children receive Quality First Teaching that is good or better and that meets individual needs	Lesson drop-ins and other monitoring indicate that teaching is good or better in all classes Individual needs are met through challenges and scaffolding that enable all to make progress	Learning walks, lesson drop-ins and other monitoring showed mostly good quality teaching across the school. The vast majority of staff are identifying children's needs and adapting the work appropriately, enabling the children to make progress. Where this is not as consistent as it could be, those members of staff are receiving support from the leadership team.
The attainment gap between PPG and non-PPG pupils is narrowed	The attainment gap between PPG and non-PPG pupils has closed at the end of the academic year compared with the beginning.	Phonics – PPg 86% compared to whole cohort – 70% In statutory data – GLD, MTC and KS2 SATS the gap is still significant. Review of targeted interventions has taken place and more specific teacher-led support given to specific year groups.
The punctuality of PPG pupils is good and attendance is at least in line with national	Attendance of PPG pupils is on a par with that of non-PPG pupils The attendance of all pupils is at least in line with national – however, we aim for it to be above this	Pupil premium attendance data is lower than whole school 92% compared to 95% We have case studies for individual children and families however accept more work needs to be done to engage these families earlier on in their school life.
Vocabulary and oracy skills are prioritised and improve across the school	A curriculum that includes high quality texts, specific vocabulary and opportunities to develop oracy skills leads to data in EYFS demonstrating our pupils achieving well in Word	3 pupils in Reception cohort identified as in receipt of PPG. 2/3 met ELG for speaking. 3/3 pupils achieved ELG for comprehension Oracy and vocabulary are prioritised across the school

	Reading and Communication and Language, at least in line with national	
Interventions have a clear impact on closing academic gaps	Pupils who attend interventions make accelerated progress as evidenced in assessment data The academic gap between those attending interventions and those not attending them closes	Interventions are targeting the needs of all – PPG children benefit either from doing interventions OR from targeted focus work with adult when others are having an intervention. A large majority of interventions were for SEMH needs and regulating children ready for learning. These enabled children to access education however did not have a large impact on attainment especially of year 6 pupils. Success – pupils who would have not been able to access SATS were able to. Some interventions are having greater impact than others and this continues to be monitored, according to availability of staff. Consistency led to the greatest improvement.
PPG families engage positively with the school and external factors have limited impact on engagement	Attendance of PPG families at school events and opportunities provided by the school is good PPG pupils have a positive attitude towards school and engagement levels are high as indicated by pupil voice surveys & attendance records	Many of our PPG families attended events such as the Christmas Fayre and summer fair. There was a high attendance at parent evenings and absences were followed up to ensure communication. The FSA worked closely with some families to offer support where appropriate. School clubs were opened to PPG families first however data suggests that the uptake is still not there.

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
Times Tables Rock Stars	
Purple Mash	
Little Wandle Phonics	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Since taking on running our own Breakfast club and After school club (rather than using an external provider) we have been able to offer places to PPG pupils at a reduced cost on a regular basis or occasionally for free in one-off circumstances. This has supported families and also enabled siblings to participate in extra-curricular activities where access to childcare would have been a barrier. Free breakfast is also provided as and when needed.