Pupil premium strategy statement – The Pines School

Before completing this template, read the Education Endowment Foundation's guide to the pupil premium and DfE's pupil premium guidance for school leaders, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	291
Proportion (%) of pupil premium eligible pupils	23%
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)**	2024/2025 – 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Mrs K Davies
Pupil premium lead	Mrs K Davies
Governor / Trustee lead	Mrs G Birch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,780
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*	£105,780

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Internal and external assessments indicate that core subject attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils (except for in Year 3) This gap remains steady to the end of KS2.
3	Our admissions data demonstrates that we have a falling number of pupils registered as in receipt of PPG. The challenge is ensuring all parents apply for the PPG on entry into school.
4	Our assessments (including BOXHALL), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of self esteem and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. X pupils (X of whom are disadvantaged) currently require additional support with social and emotional needs, with X (X of whom are disadvantaged) receiving small group interventions. (KD/CCH look at assessment spreadsheet)

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved Reading, Writing and Maths attainment for disadvantaged pupils	KS2 outcomes in 2026/2027 will show and increase in disadvantaged pupils meeting the expected standard. Outcomes across the school in internal data will show an increase in disadvantage pupils meeting the expected standard.
All parents coming into the school will apply for PPG if applicable	Admissions data and SIMS will record the increase of number of PPG pupils coming into the school.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour issues at lunchtimes • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £25,000

OPAL training (part), Boxhall, Michelle Underwood for Woodland and meadow, some of PIXL, support staff, Katy on a Tuesday, Wendy and training, number sense

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagonostic assessment and other assessment tools Training for staff to ensure assessments are interpreted and administered correctly	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF	1,2
CYPIT and SALT training for support staff	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:	1

	Oral language interventions | Teaching and Learning Toolkit | EEF	
Continue to train new staff and current staff in DfE validated Systematic Synthetic Phonics programme To secure stronger phonics teaching for pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF	2
Enhance Maths curriculum by purchasing Numbersense and providing training for all staff	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2
Enhance writing curriculum by purchasing a writing scheme and providing training for all staff	Improving high quality teaching for all – effective pupil premium strategy EEF	2
Whole school approach to PPG with teachers mentoring PPG pupils and focussing on 2 pupils in their class who are PPg	Taken from evidence at PIXL conference – based on "compassionomics: the Revolutionary Scientific Evidence that caring makes a difference"	1,2,3,4
Improve quality of SEMH provision for pupils by implementing nurture spaces across the school and training another member of staff in ELSA. Implementing OPAL and training for staff	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving_Social_and_Emotional_ Learning in Primary Schools | EEF https://www.connect-pshe.org/blog-articles/2020/11/18/connect-and-the-6-ways-to-wellbeing importance of play can be found within OPAL website. https://outdoorplayandlearning.org.uk/	4

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

Budgeted cost: £ *55,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF	1,2,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF	2
Work with behaviour specialist for alternative provisions to support SEMH needs	https://kidztz.com/attention-bucket/ Evidence from out own setting demonstrates increased attention from pupils in our SRP and AP settings.	4

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

Budgeted cost: £22,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from FSA and office staff for parents to complete forms		3
Providing additional funding for trips/clothing		4

Total budgeted cost: £ 102,700

Top box:
Boxall - £0
Michelle Underwood
Feb 24 - £200
March 24 - £225
April 24 - £3,500
Sept 24 - £1,000
Number Sense - £610
Little Wandle - £750
Writing Scheme & Spelling - £612
ELSA (LH full cost) - £24,000 – used % of this
OPAL - £5,500

Middle Box:
CCh 1hr Maths - £11,360
Martine - £17,621 (only 4 days)
Dan - £22,715 (£6,989 for 2hrs per day, 5 days per week) – Used % of this
Shelley PM's only - £6,890
Claire E PM's only - £8,963

Last Box:
Tracy W - £39,420 – Used % of this.
Trip Funding - £10k
Steve Bassett - £2,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Performance at end of academic year 2023-2024

	Reading	Writing	Maths	Combined
Year 6	71% 65%	61% 40%	63% 55%	58% 35%
Year 5	73% 43%	62% 43%	54% 43%	56% 42%
Year 4	58% 31%	58% 31%	61% 31%	54% 31%
Year 3	79% 20%	69% 30%	58% 50%	58% 0%
Year 2	63% 71%	56% 57%	50% 85%	45% 57%
Year 1	84% 40%	84% 40%	84% 40%	80% 40%

Data demonstrates that in some year groups the gap between PPG and non-PPG has narrowed.

This is the end of the 3 year strategy and we have achieved or partially achieved some of our intended outcomes.

Vocabulary and oracy is prioritised across the school and we have a dedicated TA allocated to supporting our EYFS and KS1 pupils with speech and language as well as having a curriculum rich in vocabulary.

Attendance of our disadvantaged pupils is lower than our non-disadvantaged however it is in line with national figures.

Interventions in Year 6 were able to help close some gaps in attainment

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

This strategy is the start of a 3 year strategy. A lot of the work behind the development strategy is based on training from a PIXL conference and will look at piloting projects in classrooms rather than rolling them out in full. The main change is that each teacher will have 2 PPG pupils to focus on in the first year of this strategy. They will prioritise these pupils for marking and feedback, questioning, support. At the end of the academic year we will assess the impact of this focus of what has been successful and roll it out more broadly. We are assessing the approach every term during pupil progress meetings. *Pupil Premium focus is part of our governors agenda every term as well as staff meeting agendas. All staff have had trauma informed training as well to ensure we use the same approach for our pupils. Each summer term we have a careers fair as well to ensure our children have access and awareness to different job opportunities.* *When costing out this strategy I have used % of staff salaries for some of the areas.*