# The Pines School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Pines Primary |
| Number of pupils in school | 322 |
| Proportion (%) of pupil premium eligible pupils | 69 Children 21% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | 31st December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Kate Davies (HT) |
| Pupil premium lead | Alison Penstone |
| Governor / Trustee lead | Gill Birch (Governor) |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £94,180 |
| Recovery premium funding allocation this academic year | £13,988 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £108,168 |
| NB PPG funding received was based on census data from October 2022 meaning the allocation was based on 67 | |

# 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 have a positive view of school and of learning.
- 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 pastoral lead. 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 |
|---|---|
| 1 | Historic inconsistencies in standards of Quality First Teaching in KS2 have affected engagement, progress and attainment and resulted in gaps in learning |
| 2 | Lower than age-expected vocabulary and oracy skills and increasing levels of EAL and SEND on entry to the school limit learning across the curriculum |
| 3 | Poor self-esteem and inconsistent levels of intrinsic motivation contribute to lower aspirations and reduced resilience |
| 4 | The impact of learning interventions is not yet fully established |
| 5 | In some cases, national lockdowns due to Covid-19 have impacted engagement in learning, academic progress and emotional resilience |
| 6 | In some cases, parental engagement and complex family life, as well as wider life experiences and financial situations impact on resilience, engagement and emotional well-being |
| 7 | In some cases, consistent attendance and punctuality affects access to learning opportunities in school |

## 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 |
|---|---|
| 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.<br>Individual needs are met through challenges and scaffolding that enable all to make progress. |
| 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. |
| 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.<br>The attendance of all pupils is at least in line with national – however, we aim for it to be above this. |
| 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 Reading and Communication and Language, at least in line with national. |

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| Interventions have a clear impact on closing academic gaps | Pupils who attend interventions make accelerated progress as evidenced in assessment data.<br>The academic gap between those attending interventions and those not attending them closes. |
| 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.<br>PPG pupils have a positive attitude towards school and engagement levels are high as indicated by pupil voice surveys & attendance records. |

## 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: £11,493

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Recruitment of high quality new teaching staff to further improve QFT | Sutton Trust found that pupils from disadvantaged backgrounds gain 1.5 years' worth of learning over a school year with "very effective teachers". | 1, 2 |
| Ongoing focus on T&L including monitoring by all school leaders and feedback to staff in order to improve QFT | EEF Guide to PP states "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." | 1, 2, 4, 5 |
| Continued development of a high-quality curriculum that engages pupils and meets their needs resulting in higher motivation & broader horizons | Our Curriculum Drivers (Our place in our world, Language & Oracy, Learning Skills and Healthy Body, Healthy Mind) have been selected with our children and community in mind.<br>Children who are engaged in their learning and well-motivated will achieve more highly. | 1, 2, 3, 5 |
| Adaptation of the curriculum in the light of Covid-19 lockdowns to ensure 'missing learning' is addressed | EEF Best Evidence on Impact of Covid-19 on Pupil Attainment report suggests that primary aged pupils lost 2.0-2.3 months of learning in Reading and 3.0-3.1 months in Maths. This lost progress needs to be made up through high quality Teaching & Learning. | 1, 2, 4 |
| Prioritisation of reading skills through high quality Reading lessons across the school to improve vocabulary and language development | "Language variation in children is complex and difficult to attribute to a single cause. Regardless of the causes, low levels of vocabulary set limits on literacy, understanding, learning the curriculum and can create a downward spiral of poor language which begins to aspect all aspects of life." Kate Nation, University of Oxford | 2 |
| 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 |

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| 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 |
| Prioritisation of maths skills through high quality maths lessons across the school and targeted interventions | "Last year, over half of those eligible for free school meals had not achieved the expected level in English and maths by age 16. That's one in two young people from low income households who are automatically denied access to secure and well-paid careers, as well as to further study."<br><br>EEF Improving Mathematics in KS2 and 3 | 1, 4, 5 |
| Development of Continuous Provision in N-y2 and self-led learning in KS2 | "Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well."<br><br>EEF Metacognition & Self-Regulated Learning Guidance Report | 2, 3, 5 |

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

Budgeted cost: £61,162

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Termly Pupil Progress meetings to review the attainment and progress of key groups and identify children in need of additional support | Accurate tracking of data and regular review ensures that children do not 'slip through the net' and interventions/additional support can be adapted in response to needs | 1, 4 |
| Use of small group targeted interventions to address academic needs | Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Guide to PP. | 1, 2, 4, 5 |
| TAs trained in the use of specific interventions and assessment tools to be | 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 | 4, 5 |

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| able to prioritise and target individual needs | months progress." EEF Teaching Assistants Guidance Report | |
| 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 |
| Use of TAs across the school to support learning in classes all day | When deployed effectively, Teaching Assistants can provide a large positive outcome on learner outcomes. EEF Teaching and Learning Toolkit. | 1, 2, 4, 5 |
| Use of Widgit to aid communication, to reinforce the written word and to ensure continuity across the school | Research conducted by the University of Reading has suggested that the use of symbolic imagery can help young children to learn new or unknown vocabulary. | 1, 2, 4, 5 |

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

Budgeted cost: £35,513

| 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<br><br>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.<br><br>The overall absence rate for pupils eligible for FSM was 7.6% compared to 4.3% for non FSM pupils.<br><br>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- | 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 | 3, 5, 6 |

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| regulation and emotional well-being<br><br>10784 | persistence in the face of failure". Masten, Herbers, Cutuli and Lafavor (2008) | |
| 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.<br><br> | 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 |
| Careers fair planned for years 5 & 6 to raise aspirations | 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.<br><br>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 |
| Remodelling and rezoning lunchtime areas to provide greater opportunities for a variety of play and allow | "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 | 3, 5 |

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| socialisation across all age groups, leading to a more nurturing experience and a calmer start to the afternoon's learning | health and to learn life skills, they need various unstructured play opportunities from birth until they're teenagers."<br><br>How Play Helps Children Develop – NI Direct.gov.uk | |

## Total budgeted cost: £108,168

# 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 2022 to 2023 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<br>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. | 2022-23 results of statutory assessments<br>• Y6 KS2 SATS<br>PPG pupil data higher in all subjects except SPAG<br>• Y4 Multiplication tests<br>PPG pupil % score increase is in line with or higher than non-PPG<br>• EYFS Profile<br>100% PPG achieved ELG<br>• Y1 Phonics screening<br>71% of pupils passed (83% without SRP)<br>67% of PPG pupils passed (100% without SRP)<br>• Y2 KS1 SATS<br>PPG pupil data lower in all subjects except maths (including without SRP)<br><br>Year 2 was a year group particularly affected by Covid closures during both their Nursery and Reception years and will be a particular focus for this year. |
| The punctuality of PPG pupils is good and | Attendance of PPG pupils is on a par with that of non-PPG pupils | PPG attendance (93.74%) was lower than non-PPG attendance (95.42%) but still above national (92.5%). |

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| attendance is at least in line with national | The attendance of all pupils is at least in line with national – however, we aim for it to be above this | Some individual PPG families had extra support as appropriate.<br><br>**Authorised absences*<br>Not PPG 3.76% PPG 5.31%<br>**Unauthorised absences*<br>Not PPG 0.82% PPG 0.94%<br>The difference in punctuality was very small – however, this is something that will continue to be addressed next year.<br><br>**Late before register closes*<br>Not PPG 0.07% PPG 0.27%<br>**Late after register closes*<br>Not PPG 0.04% PPG 0.19% |
| 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 Reading and Communication and Language, at least in line with national | Communication and Language (includes 2 ELGs – Listening, Attention & Understanding and Speaking)<br><br>**Listening, Attention and Understanding*<br>97% of all pupils achieved ELG<br>100% of PPG pupils achieved ELG<br>**Speaking*<br>97% of all pupils achieved ELG<br>100% of PPG pupils achieved ELG<br>**Word reading*<br>77% of all pupils achieved ELG<br>100% of PPG pupils achieved ELG |
| Interventions have a clear impact on closing academic gaps | Pupils who attend interventions make accelerated progress as evidenced in assessment data<br>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.<br><br>PixL therapies were introduced last year giving a specific, targeted focus for interventions. Other short- and longer-term interventions, with needs being identified by class teachers and being carried out by teachers or TAs mean gaps are being closed in specific areas, such as phonics or improvements are being made on a focus area, such as handwriting.<br><br>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 | Attendance of PPG families at school events and opportunities provided by the school is good<br>PPG pupils have a positive attitude | Many of our PPG families attended events such as the Christmas Fayre and Colour Run. 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. |

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| on engagement | towards school and engagement levels are high as indicated by pupil voice surveys & attendance records | School clubs were opened to PPG families first.<br>Pupil Voice survey<br><br>**Are you happy at school? Yes*<br>All pupils 82%<br>PPG pupils 83%<br>**Have you attended a club this year? Yes*<br>All pupils 72%<br>PPG pupils 78% | |

## 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 | |
| Literacy Shed | |
| Language Angels | |

## 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)

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|---|
| 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. |