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	312
Proportion (%) of pupil premium eligible pupils	73 Children = 23%
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 2022
Date on which it will be reviewed	July 2023
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	£88640
Recovery premium funding allocation this academic year	£4640
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	£98,464 (this includes £5184 for SLT)
NB PPG funding received was based on census data from October 2021 meaning the allocation was based on 64	

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 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 impacts 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 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 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
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
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

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: £8104.15

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. 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

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." EEF Improving Mathematics in KS2 and 3	1, 4, 5
Development of Continuous Provision in N-y2 and self-led learning in y5-6	"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." EEF Metacognition & Self-Regulated Learning Guidance Report	2, 3, 5

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

Budgeted cost: £56,300

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

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

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

Budgeted cost: £34060

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	Maslow's Hierarchy of Needs indicates that people require the needs lower on the hierarchy to satisfied	3, 5, 6

ELSAs to improve emotional well-being, resilience and emotional literacy	before they can focus on the needs higher up and achieve their potential.  	
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. 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 socialisation across all age groups, leading to a more nurturing experience and a calmer start to the afternoon's learning	"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: £98464

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 2020 to 2021 academic year.

Our Pupil Premium Strategy for 2020-21 is published on our website and the final, reviewed version is also available online. This document details an evaluation of the intended outcomes of the plan and also includes a summary of teacher assessment data from July 2021 comparing the attainment of pupil premium pupils with that of whole cohorts. However, key points are as follows:

During the Spring 2021 lockdown, the % of PPG children attending school rose from 17% to 30% as a result of targeted invites to families not engaging in remote learning and the school's response to individual needs.

The engagement in remote learning for PPG children during the Spring 2021 lockdown increased from 62% to 72% as a result of provision of technology, individual phone calls, provision of paper packs and adapted learning tasks. There were a limited number of families who did not engage well during lockdown despite the school's efforts with home visits, phone calls, paper packs and offers of support with technology. These children have been highlighted for additional provision in school where appropriate once lockdown ended.

PPG and vulnerable children were targeted for additional nurture provision during the Summer term and to support with transition to new classes for September 2021 – this improved well-being and reduced anxiety levels as well as supporting social interactions

Additional members of staff were used to reduce class sizes for English and Maths in two year groups with high proportions of PPG children and SEND need – this improved children's confidence and allowed teachers to address specific learning needs in smaller groups, thereby increasing attainment and improving attitudes to learning

The whole school curriculum was adapted in the light of areas of strength and weakness seen when children returned after lockdown to ensure that key skills were prioritised and gaps in learning were addressed – this resulted in children having fewer gaps in knowledge, foundational knowledge being prioritised to support future learning and opportunities were provided for children to learn in ways that had been difficult during lockdown e.g. using musical instruments, practical science lessons. This is an ongoing task for the year 2021-22.

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
Sumdog (until Jan 2022)	
Now Press play (until Jan 2022)	
E Library – Big Cat (until Jan 2022)	

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.