

Pupil premium strategy statement – Pinfold Street Primary School

This statement details our school's use of pupil premium (and recovery 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 | 422 |
| Proportion (%) of pupil premium eligible pupils | 49.8% |
| 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) | 2023-24 2024-25 2025-26 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Toni Beech, Headteacher |
| Pupil premium lead | Ross Worthington |
| Governor / Trustee lead | Vera Johnston |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £327,375 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £32,675 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £360,000 |

Part A: Pupil premium strategy plan

Statement of intent

At Pinfold Street, it is our intention for pupils, irrespective of background, to make good progress and achieve highly across all subject areas. The focus of this strategy is to support disadvantaged pupils to achieve that goal and to create equity, so that all pupils can achieve and be 'Prepared for Life' beyond school.

We will consider all challenges faced by vulnerable pupils, such as those who have a social worker, are supported by outside agencies or are young carers. The activities we have outlined in this statement are designed to support their well-being needs, regardless of whether they are disadvantaged or not. At Pinfold Street, we prioritise the mental health and well-being needs of our pupils and ensure that these needs are met first. This then allows us to focus on the academic needs to ensure that the pupils achieve highly.

Our strategic plan is centred on the three key principles of quality first teaching, targeted academic support and wider strategies to support our most vulnerable pupils.

High quality teaching is at the heart of our approach, with a clear focus on areas which disadvantaged pupils require the most support in. The EEF state that this is the most proven strategy to have the greatest impact on closing the disadvantaged attainment gap, whilst at the same time, benefitting all pupils at Pinfold Street. As outlined in the intended outcomes below, non-disadvantaged pupils attainment will be sustained and improved alongside progress for their disadvantaged peers.

Another key strategy is targeted academic support. This is another strategy that is proven to have a positive impact and support all pupils in school, not only the disadvantaged pupils. As a school, we use the RADY (Raising the Attainment in Disadvantaged Youngsters) approach to raise the attainment of disadvantaged pupils. This is central to our approach and we aim to create equity between our disadvantaged and non-disadvantaged pupils in school; more details of this are evident in our intended outcomes and activities within the strategy. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for those pupils whose education has been worse affected.

The strategy outlined in this plan will be responsive to each child's individual needs and common challenges throughout the year. The approaches that we have identified support all pupils in making good progress and attainment at Pinfold Street.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Low level of basic skills upon entry to EYFS including oral language skills and speech and language barriers – 100% of our pupils enter below ARE. |
| 2 | High levels of deprivation – approximately 98% of families live in the most deprived areas (IDACI indicators 2022) |
| 3 | Low parental aspirations – previous poor encounters with education mean there is a reluctance to engage fully with school |
| 4 | Safeguarding concerns and welfare issues within the community |
| 5 | Attendance % in particular persistent absences |
| 6 | Emotional resilience of children and families within the local community |
| 7 | Increasing our pupils' 'cultural capital' – events, trips, visitors, experiences and subsidised visits |
| 8 | DATA - % of pupils achieving ARE in RWM combined by the end of KS2 – (3 year trend) |

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 |
|---|--|
| Children in EYFS make good progress from identified entry points | Pupils' needs are accurately identified and pupils receive the appropriate support for all areas of the FS curriculum. Identified pupils will also receive additional support through specific interventions. Pupils will make rapid progress by the end of the year and meet at least age-related expectations – % of GLD is closer in line with National. |
| Pupils from deprived areas will be supported throughout school | Identified pupils receive the required support be it through the RADY programme, National Tutoring or in school teaching/support. This will lead to a reduced gap between DA and Non-DA pupils. |
| Parents will engage fully with school | An increased engagement level with school and parent events such as parents evenings, trip meetings, subject showcases and an improved engagement with parent questionnaires. |
| School's safeguarding systems and processes are thorough and staff are trained to identify and allocate the right help at the right time. | Pupils and parents receive appropriate support to ensure that pupils physiological needs are met and best endeavours are to ensure pupils are being protected from any forms of harm. |

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| Improved attendance for persistent absentees – moving closer in line with national | % of persistent absentees is within 2% of national. |
| Improved emotional resilience in our children and families | Children and families will have an improved emotional resilience when dealing with difficulties. Children will have access to a toolkit of resources and strategies and families will be signposted for to the best possible support. School Mental Health need will support and deliver relevant training and support sessions to identified pupils/parents/staff. |
| Pupils will experience a wide range of experiences whilst at Pinfold Street – academic and non-academic | Pinfold Street will expose the pupils to numerous events to increase their cultural capital, such as trips, residential trips, museum visits, visits to places of worship, visitors to school etc. Trips are subsidised for our pupils, which ensures that they are accessible for all. |
| Improved % of pupils (particularly DA pupils) achieving EXS in RWM | % of children achieving ARE in RWM combined increases and is more in line with national expectations. |

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: £64,935

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Continue to embed key T and L principles and support staff to improve planning and delivery of RWM SIP target 1, 2 & 3 | <i>Senior Managers will have non-contact time to release them to:</i> -support staff with planning and delivery, using our key T and L principles -team teach and model lessons where appropriate -develop the planning structure and lesson journey with identified staff -support teachers in delivering first quality teaching -provide regular CPD and training on known strategies -monitor children's work and application of skills -analyse errors in pupils' practice | 1, 8 |

| | | |
|---|--|------|
| | <p>-liaise with staff following in-depth pupil progress meetings and carry out pupil specific follow up tasks</p> <p>-use misconceptions as teaching points and deliver bespoke training</p> <p>EEF +5 months: Mastery Learning EEF +4 months: Specific feedback given to both staff and learners to ensure maximum impact</p> | |
| <p>Improve standards in Reading, Writing and Maths</p> <p>SIP target 3 & 4</p> | <p>All evidence suggests that having success in the core subjects is vital for a child's future success. As a school, we want to reduce the gap further between DA and Non-DA pupils.</p> <p><i>To counter this, the Reading Lead/Phonics Lead will:</i></p> <ul style="list-style-type: none"> -lead on an area of the SIP (see SIP target 2) to continue to develop reading whole school. -focus on the lowest 25% attainers in reading -carry out QLA -follow up on pupil level concerns raised in PPM <p><i>The Writing Lead will:</i></p> <ul style="list-style-type: none"> -lead on an area of the SIP (see SIP target 3) to develop writing skills and continue to improve writing outcomes -follow up on pupil level concerns raised in PPM <p><i>The Maths Lead will:</i></p> <ul style="list-style-type: none"> -lead on an areas of the SIP -work with year group staff to moderate and agree on show me booklets for Maths -carry out relevant QLA -follow up on pupil level concerns raised in PPM <p>EEF +6 months: Reading comprehension strategies</p> | 1, 8 |
| <p>Embed RWI throughout school to support spelling and maintain phonic knowledge</p> | <p>Phonics improves the accuracy of a child's reading. We have seen a significant increase in the amount of pupils passing the Phonic Screening Check and now want to use the approach of phonic knowledge to drive and improve spelling.</p> | 1, 8 |

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| <p>SIP target 2</p> | <ul style="list-style-type: none"> -Staff training demonstrating the importance of maintaining phonic knowledge throughout the school to improve spelling - All staff to have a log in to the RWI portal and a pathway. Allocate training time for staff to watch spelling videos at each level (Set 1, 2 and 3) - Support from VS in the planning and delivering of spelling across KS2 - All classrooms will have essential resources to support the teaching of spelling <p>Gather pupil voice and support children’s concerns around spelling</p> <p>EEF +5 months: Phonics</p> | |
| <p>Subscriptions to online platforms to enhance provision for pupils</p> | <p>Finding additional ways to enhance learning and supplement learning throughout school. Children can use and access at home and for home learning. For example:</p> <ul style="list-style-type: none"> -Seesaw -Times Tables Rockstars -Education City <p>EEF +2 months: Digital Technology EEF +5 months: Homework</p> | <p>1, 2, 7 & 8</p> |
| <p>Staff to use language principles to develop communication skills and drive standards upon entry to EYFS</p> <p>SIP target EYFS</p> | <p>In EYFS, staff will continue to focus on monitoring the appropriate language with the children and use language specific programs to support this. There is strong evidence that acquiring early oral language skills ensures that the vocabulary gap between DA and Non DA pupils decreases. Staff to use a variety of approaches, using the best research including but not inclusive of:</p> <ul style="list-style-type: none"> -WELLCOMM -NELI -activities to promote oracy -Vocabulary Vault (used across the school) -exposing our pupils to a wide range of vocabulary and experiences -RWI resources purchased for new started <p>EEF +6 months: Oral language interventions</p> | <p>1</p> |

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| <p>Monitoring of teaching with a focus on groups of pupils - DA</p> <p>SIP target 1, 2 & 5</p> | <p>Monitoring of groups of pupils includes DA pupils and comparing DA with Non-DA pupils. This is to ensure that they are making progress as closely in line to Non-DA pupils and that we are reducing the attainment gap in all year groups. We will:</p> <ul style="list-style-type: none"> -analyse the data using INSIGHT -observe lessons focussing on different groups of pupils -monitor pupils' books -gather relevant pupil voice -follow up on any development points identified through monitoring of groups | <p>1, 8</p> |
| <p>Subject leadership time for middle leaders – focussing on assessment</p> <p>SIP target 5 & OFSTED target</p> | <p>Focussed subject leadership time to enable each subject leader to:</p> <ul style="list-style-type: none"> -monitor and improve the assessment system for their subject -ensure assessments allow staff to identify gaps in understanding and next steps -ensure assessment are accurate and allow staff to make accurate judgements -identify and carry out any follow up work with staff -deliver relevant staff training -ensure curriculum handbooks are up-to-date and progress seamlessly from EYFS -liaise with Assessment Leader to include non-core assessment on INSIGHT | <p>7, 8</p> |

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

Budgeted cost: £237,596

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------------|--|-------------------------------|
| <p>Phonics and Maths tutoring</p> | <p>Tutoring and Phonics approaches are highly recommended by the EEF toolkit. We have a successful tutoring programme in place for RWI and are extending this to Maths. Children are assessed and identified to 'keep up, not catch up' from an early age and a trained tutoring team will deliver the</p> | <p>1, 8</p> |

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| | <p>tutoring for Maths across the school – following the same successful model deployed in RWI. This will ensure that pupils are able to keep up in class and move through the curriculum at roughly the same pace as their peers.</p> <p>EEF +5 months: tutoring EEF +5 months: one to one tuition EEF + 5 months: phonics</p> | |
| Reduced class sizes for identified pupils | <p>EEF defines reducing class size as an approach to managing ratios between staff and pupils and that this can increase the amount of attention a pupil receives. At Pinfold Street, we assess pupils and identify pupil needs. We ensure that identified pupils receive a specific curriculum tailored to their needs.</p> <p>EEF +4 months: Individualised instruction EEF +2 months: Reducing class size</p> | 1, 6, 8 |
| To continue to engage with the National Tutoring Programme to provide small group tuition | <p>Tuition to be targeted at specific needs and knowledge gaps, particularly aimed at Upper KS2 pupils for RWM. Tuition is delivered twice weekly, after school in groups of 1-4 pupils. This is proven to have a positive impact on pupils' attainment.</p> <p>EEF +4 months: Small group tuition</p> | 1, 8 |
| Monitor the extended RADY approach | <p>RADY is proven to allow disadvantaged pupils to close the attainment gap with peers through creating a culture of equity within school. It continues to be effective at Pinfold Street and has been extended to cover Reading, Writing and Maths.</p> | 1, 2, 7, 8 |
| Further develop our pupils cultural capital and exposure to a wide range of experiences | <p>Cultural capital is the essential knowledge that children need to prepare them for future success. Many scholarly articles agree that it gives the pupils the best possible start to their early education. Part of this is exposing pupils to experiences and developing their knowledge and understanding of the world including the arts and culture.</p> | 2, 3, 7 |
| Identified pupils to attend SEMH & behaviour interventions | <p>Research suggests that in order for pupils to achieve in school and make sustained progress, their EMH needs have to be met. As a school, we</p> | 4, 5, 6 |

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| | <p>prioritise this. There are 3 x yearly meetings which take place between the SEMH Lead, SENDCo and class teachers to identify pupils with needs and SEMH barriers. We then target the pupils with specific intervention and/or SEMH work to address these needs and concerns. For example:</p> <ul style="list-style-type: none"> -Nurture -Social Communication -Lego Therapy -Play Therapy -Outside agency support <p>EEF +4 months: Social and emotional</p> <p>EEF +4 months: Behaviour learning</p> | |
|--|---|--|

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

Budgeted cost: £55,700

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Attendance support to improve % of PA, especially with our DA pupils + Service Level Agreement with S4S</p> <p>SIP target 6 & 7</p> | <p>Attendance Lead to research the best ways to support reluctant attenders and PA pupils including: building positive relationships, liaising with parents, providing tutoring/catch up for identified pupils, promoting positive attendance and delivering art therapy with identified pupils.</p> | 3, 4, 5, 6 |
| <p>Parent Support Advisor in school</p> <p>SIP target 6 & 7</p> | <p>PSA in school to continue working with families. Role includes:</p> <ul style="list-style-type: none"> -focus on supporting and engaging with parents of DA and vulnerable children -attending training based on needs/emerging needs of families -high level of engagement with hard to reach families which results in improved attendance, accelerated progress and improving standards | 2, 3, 5 |
| <p>Farm costs</p> | <p>School farm has proven very positive with all pupils and a space to promote the mental and physical well-being of all pupils. It also develops skills such as compassion, working as a team and</p> | 6 |

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|---|--|------------|
| | working with pupils of all abilities and age ranges. | |
| Subsidise school trips and increase pupils cultural capital | School to continue to improve our pupils' cultural capital and ensure that they experience a wide range of visits, trips, visitors and themed days. We are removing the DA barrier and ensuring that deprivation does not hinder their experiences. | 2, 7 |
| Enrichment package for PPA, After-School Clubs and Lunchtimes | We will continue with our whole school enrichment package, which includes all children attending an after-school club, specialist sessions for PPA and a wide range of sports and activities at lunchtime. EEF +2 months: Sports participation EEF +3 months: Arts participation | 2, 7 |
| Cultural development days | To further increase our pupils' cultural capital and experiences, we are planning 2 x cultural days in school. This will promote diversity, culture, religion and British Values. | 7 |
| Increase parental engagement with school | As a school we are continually striving to improve communications and engagement with parents. As the home school relationship is vital, we will research ways to further improve engagement and continue to offer our parents: -workshops -SLT coffee morning -support from our PSA -attendance support -parent consultations -invites to events -opportunities to support school EEF +4 months: Parental engagement | 2, 3, 4, 5 |
| Breakfast Club for identified pupils SIP target 6 & 7 | Breakfast Club allows children to have a nutritious breakfast in a safe and secure environment before school and can be essential for families who do not have the time or resources to provide a breakfast. It also allows us to support pupils academically and support SEMH needs. | 2, 4, 5, 6 |

| | | |
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| | <i>EEF +3 months: Extending school time</i> | |
|--|---|--|

Total budgeted cost: £358,231

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| <u>End of Key Stage Two Statutory Assessments – Disadvantaged Pupils – 3 year trend</u> | | | | | |
|--|-------|-------|-------|----------------|---|
| <u>Reading</u> | | | | | |
| Dis-Advan | 2019 | 2022 | 2023 | NAT | Comments |
| Dis Attainment | 45% | 58% | 67% | (62%) (17%) | Increase over three years, GDS increase Above National |
| Dis Progress | -4.59 | -0.99 | +1.76 | (-0.83) | Huge increase from 2019 |
| Dis Average SS | 98.3 | 101.4 | 103.2 | (102.2) | Increase Higher SS than National |
| Non-dis Attainment | 68% | 73% | 64% | (78%) 14% | Decline from 2022 |
| Non-dis Progress | -3.18 | -0.50 | +1.09 | (+0.38) | Huge increase from 2019 Improved progress measure |
| Non-dis Average SS | 101.7 | 105.0 | 101.7 | (105.8) | Decline from 2022 |
| <u>Writing</u> | | | | | |
| Dis-Advan | 2019 | 2022 | 2023 | NAT | Comments |
| Dis Attainment | 71% | 58% | 46% | (55%) (6%) | Decline |
| Dis Progress | -1.73 | -0.49 | -1.80 | (-0.76) | Decline |
| Non-dis Attainment | 86% | 91% | 57% | (75%) 0% | Decline |
| Non-dis Progress | +0.24 | +0.31 | +0.48 | (+0.36) | Increase |

Maths

| Dis-Advan | 2019 | 2022 | 2023 | NAT | Comments |
|--------------------|-------|------------|-----------|----------------|---|
| Dis Attainment | 65% | 55% 7% | 55% 0% | (56%) (12%) | Plateau, decline on 2019 Broadly in line with National |
| Dis Progress | -2.64 | -2.26 | -1.03 | (-1.15) | Increase |
| Dis Average SS | 101.0 | 99.8 | 101.6 | (100.8) | Increase Higher SS than National |
| Non-dis Attainment | 79% | 73% 18% | 64% 7% | (78%) | Decline |
| Non-dis Progress | -3.33 | -2.07 | +0.92 | (+0.52) | Huge increase on 2019 Improved progress measure |
| Non-dis Average SS | 102.1 | 102.2 | 104.6 | (105.0) | Increase |

Year 4 Multiplication Tables Check 2022/23

| Cohort | Average score (out of 25) | National (2022) | Comments |
|-----------|---------------------------|-----------------|----------------|
| 36 pupils | 23 | 17.9 | Above National |

Phonics – 3 Year Trend – Whole cohort

| | Subject | 2018 % | 2019 % | 2022 % | 2023% | Comments |
|----|---------|--------|--------|--------|-------|---|
| Y1 | Phonics | 82 | 66 | 63 | 82 | 80 Our highest phonic pass rate – in line with 2018 High focus on Phonics and the teaching of RWI Rigorous approach to Phonics – filming school Phonic Tuition in place for identified pupils |

Highest Phonic pass rate – above National for 2023

Phonics Screen Check – Disadvantaged Pupils

| Cohort | School | National (2022) | Comments |
|-----------|--------|-----------------|----------------|
| 32 pupils | 83% | 67% | Above National |

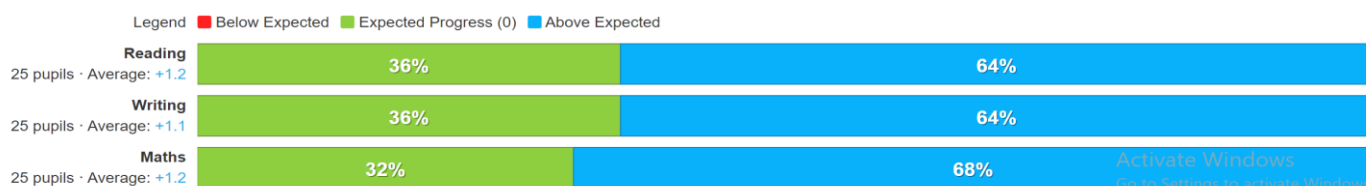
Reception – Whole cohort

September 2022 (Baseline) – 100% of our pupils (DA and non-DA) entered Reception ‘below’ or ‘well-below’ the expected standards. By, July 2023 – 52% of our pupils achieved GLD.

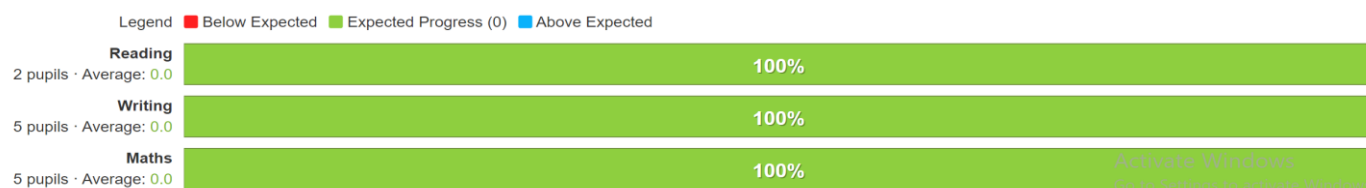
Reception – Disadvantaged Pupils

| Cohort | GLD - School | GLD – National (2022) | Comments |
|-----------|--------------|-----------------------|-----------------|
| 27 pupils | 48% | 49% | Broadly in line |

Progress overview in Reception for DA pupils from ENTRY to Sum 2 2022/23



Progress overview in Year 6 for DA pupils from ENTRY to Sum 2 2022/23



Attendance DA pupils – trends/overtime

| | July 2018 | July 2019 | March 2020 | Sep 20 – July 21 | July 22 | July 23 |
|---------------|-----------|-----------|------------|------------------|---------|------------------|
| Pupil Premium | 95.43% | 94.93% | 94.53% | 88.76% | 91.85% | 91.51% |
| | | | | | | National = 88.6% |

Intended outcomes – how successful have we been (RAG rate):

Improved oral language skills – Pupils needs are accurately identified and they receive the appropriate S & L support either through NELI, Wellcomm, in class intervention or SALT. EYFS pupils make rapid progress.

Pupils develop a range of social and emotional skills/strategies – children are identified and received SCG and/or nurture dependent upon needs. School have a clear focus on support the SEMH needs of all pupils. Identified pupils have known adults that they can 'check in' with and school have dedicated zones and provision in place to support children to self-regulate.

Improved attainment of GLD, within 10% of national, at the end of the academic years – Pinfold provide all children with a book bag and the relevant RWI resources upon entry. Pupils in EYFS are staggered to start the year in September to support transition. There is a robust system in place for transition from nursery to Pinfold Street.

Outcomes - GLD

2022-23 = 52% National = 67%

2021-22 = 64% National = 65%

All pupils will have a device provided for us at home to access remote learning – school had a robust program for allocating devices. Internet dongles were also provided for families who needed them.

School will contribute towards costs and resources to ensure that pupils have access to everything they need at home – school subsidise the cost of trips for all pupils and trips are well attended, increasing our pupils' cultural capital. School have offered resource packs, crafting materials and stationary to support learning at home. For two years, school have identified pupils and signed them up to the Letterbox Club.

Improvements in pupils' self-esteem and experiences are increased, leading to passions and interests being ignited – school introduced BLP and this is fully embedded across the school. Tis incorporated our previous work on growth mindset and resilience. School have a varied enrichment programme and have offered all pupils an after school club.

Schools safeguarding systems and processes are thorough and staff are trained to identify and allocate the right help at the right time – pupils and parents receive appropriate support to ensure that pupils' physiological needs are met and best endeavours are made to ensure pupils are protected from harm.

Pupils strive to lead physical and mentally healthy lifestyles. The Pinfold curriculum extends beyond the academic. We are proud of our curriculum and this includes the enrichment sessions in school, which all children take part in. Our enrichment sessions include: food preparation and hygiene, sports clubs, gardening and growing vegetables. The school has been awarded the bronze Food for Life award to recognise our contribution towards healthy lifestyle choices, food and exercise. We also offer a breakfast club, which promotes healthy food choices, to selected children and have a full SEMH programme in school, which supports children's social, emotional and mental health.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
| None | |
| | |