

Pupil premium strategy statement – Pinfold Street Primary School

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	412
Proportion (%) of pupil premium eligible pupils	54%
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 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Toni Beech, Headteacher
Pupil premium lead	Ross Worthington
Governor / Trustee lead	Emma Yates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£342,535
Recovery premium funding allocation this academic year	£0
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>	£342,535

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 Dis-advantaged 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.

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 outcomes 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 EYFS 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, targeted academic support 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.
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. School use Guy Claxton's Building Learning Power approach to foster understanding around resilience.
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	<p>% of children achieving ARE in RWM combined increases and is more in line with national expectations. Pinfold street offer specific interventions for RWM, which are evidence informed.</p> <p>Pinfold Street identify pupils who need additional support, this can be in class, as part of small focus group or as an intervention.</p> <p>To raise outcomes, we have a focus group for Y5/6 pupils, who receive a curriculum tailored to their individual needs.</p> <p>In Phonics, we have a phonics lead teacher and dedicated staff, who teach and assess pupils. Pupils are then assigned groups and are taught at the correct level. Running alongside this is a vigorous phonics tutoring program, with specific pupils targeted for intense input.</p>

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: £68,627

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To further improve the quality of teaching through a rigorous monitoring cycle and to identify staff to train as instructional coaches.</p> <p>SIP priority 3</p>	<p>Carry on with further TLAC implementation. This approach is research backed and addresses suggestions from the 'five a day' approach to high quality teaching.</p> <p>Senior Leaders will carry out monitoring (pupil voice, drop ins, books) and provide staff with feedback and specific next steps via Steplab. This will ensure that our pupils are receiving the best T&L offer.</p> <p>Senior leaders will identify staff to become instructional coaches and attend relevant training. These staff will then coach other teachers in school, in turn, improving practice for all.</p>	8

	EEF +5 months: collaborative learning approaches	
To increase the proportion of pupils meeting or exceeding age-related expectations in writing by at least 10% SIP priority 1	Air AI will be purchased to standardise assessment outcomes in Writing. This will inform teaching and ensure staff are further catering for all needs within class. This includes identification of target groups and specific gaps in writing skills addressed. Additional writing enrichment opportunities will also be planned, along with engaging parents in focussed writing workshops. EEF +5 months: feedback EEF +4 months: individualised instruction EEF +4 months: parental engagement	3, 8
To enhance teachers' subject knowledge and strategies of teaching spelling, using morphology to improve the quality of writing instruction. SIP priority 1	All staff will attend specific training INSET for Grammarsaurus – powerful CPC to implement immediately. This will ensure that spelling lessons are consistent, well-planned and cater for students needs/gaps. Staff will be observed at least termly and structured feedback provided to further improve practice. EEF +4 months: individualised instruction EEF +5 months: mastery learning	1, 8
To continue to improve standards and outcomes in Early Reading SIP priority 5	EEF evidence suggests that having success in the core subjects is vital for a child's future success. As a school, we want to continue to reduce the gap between DA and Non-DA pupils. <i>To further support this, the Reading Phonics Lead will:</i> -continue to lead on improving standards in phonics -focus on the lowest 25% attainers in reading -follow up on pupil level concerns raised in PPM -lead on Phonic tutoring across the school EEF +6 months: Reading comprehension strategies EEF +5 months: one to one tuition (Phonics)	1, 8
Assessment across the curriculum from EYFS to Y6 – using assessment to inform teaching	Use diagnostic assessment to plan for and address misconceptions and learning gaps. As recommended in EEF 'moving forwards,	8

<p>OFSTED target</p>	<p><i>making a difference</i>' this is highly effective and improves outcomes.</p> <p>Continue to use the data information from Insight Tracking System to support with analysis, assessment and to allow school to track data for all pupil groups.</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 -further track non-core subjects on INSIGHT <p>EEF +6 months: Feedback</p>	
<p>To further improve engagement with homework</p>	<p>Staff to continue to issue weekly homework, as per the policy. School to offer incentives to increase pupil participation in homework such as rewards, stickers, class points and individual incentives.</p> <p>EEF +5 months: Homework</p>	<p>1,2,7&8</p>
<p>To enhance communication and language in EYFS.</p> <p>SIP priority 5</p>	<p>Staff to work on and further improve the approaches to emphasise the importance of spoken language and verbal interactions within the EYFS classrooms. This will help pupils build a strong foundation for literacy and lifelong learning. Focus on high quality interactions in the early years unit (use ShREC approach – EEF)</p> <p>EEF +6 months: Oral language interventions</p>	<p>1</p>
<p>To continue monitoring of teaching, with a focus on groups of pupils – DA</p> <p>SIP priority 3</p>	<p>Increased 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.</p> <p>Focus on 'double disadvantaged' group (SEND & PP)</p> <p>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 	<p>1, 8</p>

	-gather relevant pupil voice -follow up on any development points identified through monitoring of groups	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £195,022

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue with the whole school approach to Phonics and Maths tutoring	Tutoring and Phonics approaches are highly recommended by the EEF toolkit. We have a successful tutoring programme in place for RWI and this has been extended to Maths. Children are assessed and identified to ' <i>keep up, not catch up</i> ' from an early age and a trained tutoring team will deliver the 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. EEF +5 months: tutoring EEF +5 months: one to one tuition EEF + 5 months: phonics	1, 8
To reduce the class sizes for identified pupils – Helping Hands, Y5/6 group	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 individual pupil needs. We ensure that identified pupils receive a specific curriculum tailored to their needs. EEF +4 months: Individualised instruction EEF +2 months: Reducing class size	1, 6, 8
To continue with the extended RADY approach for RWM	RADY is accelerated progress for DA pupils. It is proven to allow dis-advantaged 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. This is especially effective as staff set aspirational targets for our RADY pupils.	1, 2, 7, 8
To further support pupils with SEMH needs SIP priority 2	Wider reading and research suggests that in order for pupils to achieve in school and make sustained progress, their SEMH needs have to be addressed. As a school, we prioritise this. In addition to the 3 x	4, 5, 6

	<p>yearly SEMH pupil progress meetings, SEMH interventions such as social communication groups, lego therapy, art and play therapy and support from outside agencies such as Educational Psychologists, we have a behavioural hub in school (Learning Hub)</p> <p>The Learning Hub is a therapeutic space specifically designed to provide a calm and supportive environment for the children. Research driven, it will allow the pupils' SEMH and/or behavioural needs to be supported by specific staff in school.</p> <p>EEF +4 months: Social and emotional EEF +4 months: Behaviour interventions</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £74,692

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support pupil SEMH needs through therapeutic approaches such as Sports Mentoring.</p> <p>SIP priority 2</p>	<p>CADMUS sports mentoring service focuses upon empowering pupils to develop their long-term mental well-being by acquiring transferable self-help strategies that will last a lifetime through the medium of sport. Through the sports mentoring sessions, our pupils will have the opportunity to engage in a personalised programme that will offer them the opportunity to work 1:1 or in a small group.</p>	6
<p>To further improve attendance, including that of our 'double DA' pupils (PP&SEND)</p> <p>SIP priority 6</p>	<p>This is year one of a five year approach. Walsall LA have provided training for all schools in Walsall. All school leaders will have an inclusive attendance account, with every senior leader responsible for attendance.</p> <p>School are creating additional incentives to improving attendance and will create a tiered approach of support.</p> <p>School will also purchase items to reduce barriers for attendance such as uniform and footwear.</p>	5
<p>To further improve % of PA, especially with our DA pupils + Service Level Agreement with S4S</p> <p>SIP priority 6</p>	<p>The 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 offering breakfast club to identified pupils.</p>	3, 4, 5, 6

<p>To fund a Parent Support Advisor in school</p> <p>SIP priority 4</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 	<p>2, 3, 5</p>
<p>To increase pupils cultural capital, behavioural, SEND and SEMH needs through the use of the school farm</p> <p>SIP priority 2</p>	<p>The 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 working with pupils of all abilities and age ranges. It has also provided the school with links with other schools within the locality. It is run entirely by school staff and parent volunteers.</p>	<p>6</p>
<p>To continue to increase pupils' cultural capital</p>	<p>Pinfold Street 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. A budget is put aside per year group to support this. The school also welcome visitors to school such as: HSBC, Shakespeare Workshops and other themed days to support the curriculum.</p>	<p>2, 7</p>
<p>To research strategies to improve the emotional resilience of pupils</p> <p>SIP priority 2</p>	<p>Senior Leaders will research ways in which we can identify more proactive factors to overcome highlighted risk factors, associated with promoting emotional resilience.</p>	<p>6</p>
<p>To fund an Enrichment package for after school clubs, including sport coaches and the school farm</p>	<p>We will continue with our whole school enrichment package, which includes all children attending a wide range of after-school clubs inc. the school farm, sports, gardening and the arts.</p> <p>EEF +2 months: Sports participation EEF +3 months: Arts participation</p>	<p>2, 7</p>
<p>To support planned cultural days in school</p>	<p>To further increase our pupils' cultural capital and experiences, we are planning several cultural days in school. This will promote diversity, culture, religion and British Values and our whole school community ethos.</p>	<p>7, 3</p>
<p>To continue to increase parental engagement with school</p>	<p>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:</p>	<p>2, 3, 4, 5</p>

	<ul style="list-style-type: none"> -arbor -workshops -SLT coffee morning -support from our PSA -attendance support -parent consultations -invites to events -opportunities to support school -opportunities to support cultural events in school <p>EEF +4 months: Parental engagement</p>	
<p>To fund breakfast club spaces for identified pupils</p> <p>SIP priority 2 and 6</p>	<p>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 and/or attendance needs.</p> <p>EEF +3 months: Extending school time</p>	2, 4, 5, 6
<p>NEW – To purchase a school minibus to provide reliable transport for disadvantaged pupils, thereby reducing a barrier to attendance</p>	<p>Investing pupil premium funding in the purchase of a school minibus to improve attendance aligns with evidence-based approaches to removing non-academic barriers to learning. The EEF highlights that addressing attendance issues through targeted support can significantly impact disadvantaged pupils' engagement and attainment. Reliable transport reduces barriers such as travel difficulties, which are often linked to persistent absence and disengagement. By facilitating easier access to school, the minibus supports improved attendance rates, a key factor in narrowing the attainment gap</p>	5, 4

Total budgeted cost: £338,341

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Headlines from review of previous plan

Last year, we identified 21 activities for the academic year.

6 linked to high quality teaching – 3 were fully met and 3 were partially met – these were significant activities and will be on the new PP plan.

4 linked to targeted academic support – all 4 were fully met.

8 linked to wider strategies – 7 were fully met and 1 was partially met.

Overall, 14/18 activities were fully met.

End of Key Stage Two Statutory Assessments – Disadvantaged Pupils – 3 year trend

Reading

Dis-Advan	2023	2024	2025	LA	GAP	Comments
Dis Attainment	67% 18%	63.9 22.2	63.2 7.9	63.8 23.7	-0.6 -15.8	Broadly in line with 2024 Broadly in line with than LA
Dis Progress	+1.54	-	-	-	-	-
Dis Average SS	103.2	102.9	101.9	103.6	-	Slight decline from 2024 Lower than LA

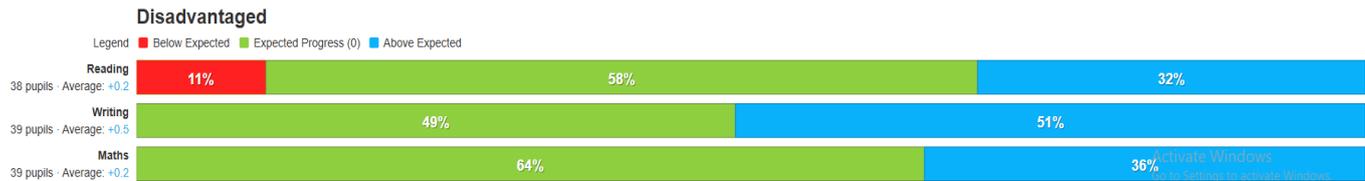
Writing

Dis-Advan	2023	2024	2025	LA	GAP	Comments
Dis Attainment	45%	61.1% 8.3%	45.0% 5.3%	59.8 6.6	-14.8 -1.3	Decline on 2024 Lower than LA
Dis Progress	-2.03	-	-	-	-	-

Maths

Dis-Advan	2023	2024	2025	LA	GAP	Comments
Dis Attainment	58% 0%	67% 25%	68.4% 5.3%	63.9 16.7	+4.5 -11.4	Increase year on year, higher than LA at EXS
Dis Progress	-0.84	-	-	-	-	-
Dis Average SS	101.6	103.1	102.9	102.5		Slight decline on 2024 Higher than LA

Progress over the academic year – Pupils in Year 6



In Reading, 89% of DA pupils made at least expected progress, with 32% making accelerated progress.

In Writing, 100% of DA pupils made at least expected progress, with 51% making accelerated progress.

In Maths, 100% of DA pupils made at least 100% expected progress, with 36% making accelerated progress.

Year 4 Multiplication Tables Check 2024/25

Year 4 Multiplication Tables Check – Disadvantaged pupils

Cohort	Average score (out of 25)	National	Comments
35 pupils	24.6	18.9	Sig Above National

EYFS and Key Stage 1

Year 1 Phonics – 3 Year Trend – Whole cohort

	Subject	2023	2024	2025	NAT	Comments
Y1	Phonics	82	69	74	80	Increase on 2024 Over 30% of the cohort are on the SEND register, cf 18% Nationally Rigorous approach to Phonics – RWI Phonic Tuition in place for identified pupils Phonic Team in place – constant assessment, filling gaps

Year 1 Phonics Screening Check 2024/25 – Disadvantaged Pupils

Phonics Screening Check – Disadvantaged pupils

Cohort	School	National	Comments
29 pupils	69%	67%	Above National

Reception – Whole cohort

September 2024 (Baseline) – 87% of our pupils (DA and non-DA) entered Reception 'below' or 'well-below' the expected standards. By, July 2025 – 63% of our pupils achieved GLD (an increase on the previous year.)

Reception data 24/25 – Disadvantaged pupils achieving Good Level of Development

Good Level of Development in EYFS – Disadvantaged pupils

Cohort	GLD - School	GLD – National	Comments
23 pupils	52.2%	52%	In line with National

Attendance DA pupils – overtime

	July 23	July 24	July 25	Comments
DA pupils	91.51% National = 92.7%	91.90% National = 94.5%	92.6% National not yet available	A year on year increase – our DA pupils are attending more sessions in school

Raising the Attainment of Disadvantaged Youngsters approach

Pinfold Street has been part of the RADY project for three years. As part of this, we realise the untapped potential of our DA learners through target and attainment uplifts in reading, writing and maths. We focus on equity in teaching and learning by identifying target pupils across the school.

Academic year 24/25 Headlines

RADY is accelerated progress

Reading = 16/38 pupils met uplifted target = 42%

Writing = 14/38 pupils met uplifted target = 37%

Maths = 16/38 pupils met uplifted target = 42%

2 x pupils left the school